/

HIAT PROPOSAL

Indiana Charter School Board

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

Proposal to Indiana Charter School Board

Heritage Institute of Arts and Technology

SEPTEMBER 9, 2015

2015

TABLE OF CONTENTS

PROPOSAL OVERVIEW & ENROLLMENT PROJECTIONS **4**

PROPOSAL NARRATIVE

EXECUTIVE SUMMARY **6**

SECTION I: EVIDENCE OF CAPACITY/ FOUNDING GROUP **11**

GOVERNANCE **14**

SECTION II: SCHOOL DESIGN **17**

EDUCATION PLAN **17**
PARENTS AND COMMUNITY **33**
PERFORMANCE MANAGEMENT **34**

SECTION III: IMPLEMENTATION PLAN **37**

HUMAN CAPITAL **37**
START-UP AND OPERATIONS **44**
FACILITY PLAN **44**
BUDGET & FINANCE **46**

ATTACHMENTS **48**
APPENDIXES **299**

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

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

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

Name of proposed charter school: Heritage Institute of Arts and Technology

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

Merrillville,IN 46410

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

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

Names, roles, and current employment for all persons on applicant team, including each board member:

Dr. D. Henderson:Founding Group/Facility/Therapist

Dr. M. Jones: Ex. Summary/Ed. Plan/Curriculum Coach

Dr. J. Karn: Governance/Operations/ CEO

S. Williams,M.Ed:Parent & Com. Start-Up/Team Leader

T. Rowland: Budget & Finance/ CPA

G. Tuohy: Arts/Director- G. Tucker:Technology/Director

C. King: Editor/Case Manager- E. Coleman/Marketing

L. Romo, M.Ed.: Administration/Consultant

Dr. S. Fisher: Curriculum/Principal Candidate

Designated applicant representative: Dr. Darlene Henderson

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

Office and cell phone numbers: 219-381-5908

Email address: Drdh@outlook.com

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

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

Proposed Grade Levels and Student Enrollment

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

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	K-4	350
Year 2	K-5	425
Year 3	K-6	475
Year 4	K-7	525
Year 5	K-8	575
At Capacity		575

Will an application for the same charter school be submitted to another authorizer in the near future?
Yes☐ No ☐

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

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

Authorizer(s): Two Submissions- IN Charter School Board

Submission date(s): August 20, 2012 and March 16, 2015

Narrative of Heritage Institute of Arts and Technology

Executive Summary

Vision

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

Mission

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

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

Motto

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

Targeted community

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

Educational Need and Target Population

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

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

by providing a unique choice and exciting opportunity for students to immerse themselves in the arts and the technological advances of the Information Age. Students will participate in a comprehensive Arts-Integrated, technologically rich, experiential learning curriculum designed to develop the whole child.

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

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

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

Community Engagement

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

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

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

technological equipment inclusive of the computer lab and usage of classroom technological tools. C&D Decisions will provide services to effectively implement an entrepreneur to design and market various school brand items. Students will be allowed to learn the process of becoming entrepreneurs through hands-on training and assist in creating items for HIAT which will be utilized in fundraising. C&D Decisions plans to manage a HIAT Book Store displaying HIAT's students' projects and provide uniforms for the students and staff.

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

Education Plan/ School Design

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

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

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

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

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

HIAT students will learn to influence the world with creativity, producing art and technological innovations to help transform the community in which they reside. HIAT will bring diverse generations of learners, parents and business owners together to create

services for the community. We will seek out community partnerships and become a partnership, providing classes for adults in parenting, problem solving, technology, innovation, visual and performing arts.

Vision for Growth

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

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

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

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

Governance and Leadership

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

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

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

Section I Founding Group

Evidence of Capacity

Founding Group Membership

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

The Key Members of the Founding Group for the Proposed School

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

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

Sharla Williams, M.Ed **o**f Merrillville, Indiana completed a Bachelor of Arts in Psychology at Purdue University Calumet and completed her Master of Education at American Intercontinental University. In 2011 she participated in Leadership Northwest Indiana and holds Certificate in Substance Abuse Counseling. Sharla began her career teaching Special Education for the Gary Community Schools with K-12 experience. She was also the County Director for Curtis and Associates, Inc. delivering Job Search Training and Placement services for four years. Sharla provided leadership to TradeWinds Services and the Urban Community Action Network employed in various positions. She sits on the Board of Directors of Heritage Institute for Arts and Technology. For the past 4 years Sharla has been a manager in the WorkOne System in Indiana. She is currently the Workshop Team Lead and State Training Representative at the Center of Workforce Innovations in Valparaiso, IN. As a child, Sharla attended Logan Park Assembly of Christ Church and has been singing in church since the age of 6. In 1992, Sharla married Roland Williams and joined Family Christian Center, attending 14 years. In 2003 she released her Solo CD Project, No More My Own. She is currently a member of Emmanuel Church of Christ Holiness and Elder Eric Cummings is her Pastor. Sharla is the Mother of a wonderful 20 year old son, Roland F. Williams, IV, who attends Ivy Tech State College from Indiana Wesleyan University.

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

Director. Dr. Karn is a member of a Higher Education Executive Management Team, which consists of acquisitions in the proprietary education sector; career, higher education and recently a charter school. Leadership Development, Start-up Development, Compliance Resolutions, Strategic Development, and Prior Teach-Out Resolutions.

Carol King of Gary, Indiana is a graduate of Kentucky State University with a Bachelor of Science in Business. Her professional background is in the area of social services. She possesses 18 years of K-12 experience working with children and adults from all social, economic and educational backgrounds. She was a supervisor for the Department of Child Services and the Family Social Service Administration. Carol served as coordinator (Supervisor) of the Child Care vouchers for Lake County, IN and its transition to the Head Start Program (Geminus) and worked in the business sector of banking as an executive secretary, as well as, teaching business classes for nine years at the college level for Ivy Technical College. Heritage Institute of Arts and Technology offers educational diversity for those children who excel academically, as well as, for those children whose strongest strengths are mirrored through the performing arts. As a product of a performing arts education and a professional with a working knowledge of working with children from diverse backgrounds, her experience will greatly support the vision of Heritage Institute of Arts & Technology.

Gloria Tuohy's career has spanned over fifty years of professional dance, teaching and Artistic Direction experience in England, Europe and the United States. She was trained in the prestigious French Cecchetti classical ballet syllabus. Ms. Tuohy is proficient in ballet, classical jazz and tap with K.-12 experience. She is proficient in Ceccetti and Imperial Society of Teachers of Dance (ISTD), world renowned teacher-training programs. Ms. Tuohy is the only sponsor of this prestigious program in Northwest Indiana. In America, she is a Master Dance Educator through Chicago National Association of Dance Masters. She is the founder of the Indiana Ballet theatre NW, Inc., (IBT) a non-profit ballet and contemporary dance company. Ms. Tuohy has choreographed nine full length original ballets that have been staged 40 times during the 31 years the company has existed. Ms. Tuohy's productions awarded Indiana Ballet Theatre the distinction by NW Indiana Times and Business Quarterly, of being one of the top live theatre presenters in NW Indiana. Her experience will be a life changing experience to the school.

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

George Tucker of Hammond, Indiana, is a product of the Gary Community School Corporation and graduated from William A. Wirt High School. George holds Bachelor of Science (BS) in Computer Science from Southern University. He has broad experience in the Technology Industry with over 18 years of IT experience including experience in LAN and WAN, training and support, telephony, and email & data security. Skilled in designing infrastructure and implementing new technology to support large user groups, supporting users at corporate headquarters as well as multiple remote locations, and effectively managing $1 million dollar IT budgets as well as IT staff. Proven ability to translate business needs into technology requirements that support the company's business objectives and to successfully manage all phases of IT projects from needs analysis and requirements definition to vendor selection, implementation, and training. Demonstrated exceptional communication skills with the ability to successfully serve both technical and non-technical users. George currently serves as the IT Manager for the Boys and Girls Clubs of Northwest Indiana. He is also Co-Founder of Inbox IT Services, which is a technology firm based in Northwest Indiana. George serves on many boards and definitely has a passion for empowering young people to challenge themselves in the area of Technology.

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

A purposeful blend of skills and experiences of the Governing Board of Directors and school leadership was carefully selected to provide strategic direction, maintain good financial health, oversight, and carry out all fiduciary obligations of Heritage Institute of Art's and Technology to fulfill the mission and goals. The governing board of directors was established upon and maintains the following values: shared commitment and passion to the organization's mission and goals, diversity of membership for community representation, loyalty to the process of development and implementation of the HIAT vision, and a variety of expertise to meet the

needs of the school. HIAT has built a diverse and capable governance body that is essential for long-term success. Members of the governing board of directors come from both the for-profit and not-for-profit sectors including education, business, law, and social services possessing experiences and expertise including:

Specifically, the expertise spectrum includes:

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

Collective Qualifications

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

HIAT is partnering with The Leona Group (TLG), a charter educational consulting service, who has expert charter consulting services to train, mentor, and support. TLG has proven experts who will provide ongoing support to our leadership team and school, beginning with the pre-opening period of the school. Their services encompass a Shared-Knowledge Model, where TLG will bring years of relevant charter experience and expertise to the leadership team of HIAT. TLG will guide, train, and consult HIAT's leaders in support services related specifically to best practices of a charter school. TLG will also assist HIAT with utilization of the A-F School Accountability Model, which gives parents, students, educators, and communities a comprehensive assessment of how successful schools perform. The A-F Model is a measuring tool utilized to report school performance each year as required by state law. TLG expert consultants will directly work with the leadership team to navigate the charter school landscape while training and advising on solutions that remain true to the mission and vision of HIAT.
Dr. Darlene Henderson initiated the establishment of HIAT to address the need to motivate children to recapture a passion to excel academically through a program that integrates the arts and technology. Being a student of the arts and possessing a love for technology birthed her desire to open a charter school that will enable a diverse student population to have the opportunity learn in a style that is not offered in traditional schools. Dr. Henderson has recruited individuals including decorated former and current educators, respected business people, and community servants to govern and oversee the operations of the school. The Founding Group of HIAT has a diverse background and a shared commitment and passion for providing educational opportunities in Lake County, Indiana. Dr. Henderson will guide the board of directors and school leaders to create and uphold high expectations for the school while recognizing that there are many means in getting there.

School Leader and Leadership Team

HIAT's governing board has identified a Principal/Head of School candidate. A job description and the Head of School/Candidate Resume are in Attachment 2.

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

GOVERNANCE

Legal Status and Governing Documents

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

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

Governing Entity's Responsibility

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

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

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

planning initiatives as a portion of ensuring effective oversight, the board will have the information needed to prepare in advance, provide on-going support toward continuous improvement, and make sound management and oversight decisions. HIAT will evaluate the board's effectiveness quarterly by conducting assessments regarding the board's participation, support, policy development, financial management, and dedication to the mission and vision of the school.

Procedures

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

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

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

Ethics and Conflicts of Interest

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

Advisory Bodies

The Advisory Board's purpose is to strengthen the Arts and Technology programs it serves. The Advisory Board is elected by the HIAT governing board and reports to the board. The Advisory board exists to advise, assist, support and advocate for Arts and Technology education. It has no legislative, administrative or programmatic authority and is **advisory only**. Advisory Boards work cooperatively with school officials in planning and carrying out committee work. Members share an expert knowledge of the career tasks and competency requirements for specific occupations. The Advisory Board may serve a specific Arts and Technology program or a combined committee may serve several programs.

Advisory Committees:

- **Advise** – Advisory Committees assess specific areas of the Arts and Technology program. Suggestions are designed to improve specific content areas. Such suggestions could include industry standards, the updating of curriculum, purchase of new instructional materials or equipment to modernize the classroom and to adopt safety policies. Suggestions should be presented in writing to the Governing Board..
- **Assist** – Advisory Committees will advise the Governing Board on how to help the Administrator carry out specific activities. These activities could include judging competitive skills events, setting up a scholarship program or obtaining media coverage for special events.
- **Support and Advocate** – Advisory Committees promote Arts & Technology programs throughout the community. Promotion or marketing could include identifying industry and community resources, talking to legislators, speaking Arts & Technology education at board meetings, writing articles for local newspapers or arranging for publicity.

Grievance Process

The HIAT governing board seeks to develop a learning community that values the input of all stakeholders and recognizes that concerns may be expressed by parents and community members. To ensure awareness, a copy of the grievance procedures will be distributed to students and parents/guardians each school year within the Student/Parent Handbook. The grievance procedures may begin with the informal or formal procedure.

Informal Grievance

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

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

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

Formal Grievances

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

Section II School Design

Curriculum and Instructional Design

Education Plan

Learning Environment

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

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

Class Size and Structure

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

Curriculum Overview

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

Technology

HIAT has adopted The Leona Group's Technology Program which integrates technology across all subject areas. (See Appendix 2 for "The Leona Group technology program). In addition, weekly encore technology classes will give students a greater understanding of how to use educational software and hardware to enrich skills and concepts across the curriculum. As students attain knowledge and experience using computers, the skills learned will be integrated into daily classroom instruction to help students to present information by creating word documents for brochures, posters and other multimedia presentations. Computers will help provide individual and differentiated instruction during the school day. Computer software programs will also be used during intervention and enrichment periods as a supplement to regular classroom instruction. Nancy Barsic from Success Schools' will partner offering a " Computer Lab which will be available during regular school hours and after school during the "Encore classes. ***Inbox It*** Services offer Professional Development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools. INBOX IT Services" will ensure that the atmosphere of HIAT is infused with advanced technology. (See Attachment 13). The classrooms will be equipped with the latest technology items such as; laptops, smartphones, IPADs, digital and video cameras, audio recorder, and tablets.

Highly Effective Teachers

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

Evidence-Based Support

Research offers a variety of views why art is important to every student's general education. The National Endowment for the Arts has described four basic goals that support HIAT's mission of turning 21st century scholars into innovative college and career ready world problem solvers able to exude strong character, communicate globally, collaborate effectively, think critically, and creatively: 1) Civilization - Art provides access to significant achievements in civilization that spread across history and geography. Works of art provide the basis for multicultural literacy. Students gain a better understanding of themselves and their own heritage while studying a wide variety of ideas and art forms of the diverse people they share the world with. 2) Creativity - Art fosters creativity. Creativity is not only the manipulation of art materials but the purposeful exercise of using skills, technologies, and materials with which the student has become competent of mind, heart and hand in the translation of an artist's private visions into public realities. 3) Communication - Art teaches effective communication and opens the door for students to an entire world of nonverbal forms of communication that carry powerful messages in our culture and others. With television and social media saturating American life and being the primary vehicle of popular culture, the study of the arts increases student understanding of the modern world and their ability to function effectively within it. 4) Choice - Art teaches students to make choices based on critical assessments. Art education nourishes the idea that life's important problems have multiple answers and that a variety of solutions may be created in response to any given problem.

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

SOURCE	SUMMARY
Arts- Stevenson, L.M. & Deasy,	Findings from case studies of schools that serve at-risk students and use arts-integrated

R.J. (2005). Third space: When learning matters. Washington, DC: Arts Education Partnership	instruction describe how schools motivate improvements in reading, writing, and speaking and describe the positive inclusive environment created in the school by arts integration.
Technology -Fies (2007) Technology use increases motivation and engagement.	Findings demonstrated an increase in students' motivation and engagement, improved mathematical reasoning, and access to a variety of activities with interactivity, and use of multiple representations.
Technology - Sivin-Kachala. (1997). Increase in achievement in core subjects. **Sivin-Kachala and Bialo, (2000).** Special-Needs students benefit equally.	The meta-analysis indicated that students in technology-rich environments experienced increases in achievement in all subject areas with evidence of these positive findings being the strongest in math, science and language arts (Sivin-Kachala, 1997). The review reported that students felt more successful in school and had increased self-confidence and self-esteem when computers were integrated with teaching and learning. Additionally, these students' attitudes towards learning consistently improved when computers were used in instruction. The findings were true for both regular and special-needs students (Sivin-Kachala and Bialo, 2000).
Arts - Deasy, R.J. (Ed.). (2002). Critical links: Learning in the arts and student achievement and social development. Washington, DC: The Arts Education Partnership	A compendium of 62 studies representative of the best current examples. The collection focuses on the cognitive capacities that are developed by learning in the arts such as thinking skills and problem solving as well as transfer of arts skills to reading and mathematics. Studies also tracked changes in motivation to attend school and growth in student self-confidence. Taken together the studies demonstrate 65 core relationships between arts and other outcomes of interest to educators.
Arts - Fiske, E. (Ed.). (1999). Champions of change: the impact of the arts on learning. Washington, DC: The Arts Education Partnership and the President's Committee on Arts and Humanities	A compilation of seven studies that show correlations between high levels of arts participation and higher grades and test scores in math and reading. Studies also show engagement of students who are not otherwise interested in school and how the arts forge connections among students through project-based learning and collaborations.
Arts - McCarthy, K.F. et al. (2004). Gifts of the muse: Reframing the debate about the benefits of the arts. Santa Monica, CA: RAND	This RAND report examines the evidence for the full range of arts' private and public benefits and concludes that the national discussion of these benefits should place far more emphasis on the "intrinsic" pleasures of the arts that benefit not only individuals, but the public good as well. benefits of interest to educators include focused attention, capacity for empathy, cognitive growth, social bonds, and expression of communal meaning
Technology - Polly. (2008). Higher-level thinking activities with use of technology in the classroom.	Found that students whose teachers used technologies along with higher-level thinking activities significantly outperformed their peers who had not participated in technology-rich, higher-level thinking activities.
Arts - Ingram and Reidel, (2003); DeMoss and Morris, (2006)	Studies demonstrated particular benefits from integration for economically disadvantaged students and English learners in the form of reading achievement gains—not surprising given the similarities between effective language instruction techniques and visual arts and theater skills.
Arts - Asbury, C. & Rich, b. (Eds.) (2008). Learning, arts and the brain: The Dana Consortium report on arts and cognition. New York: Dana Press	The Dana Foundation supported neuroscientists from seven universities to conduct studies to unpack the connections between arts training and learning. The cognitive neuroscientists who participated in the study found a "tight correlation" between exposure to the arts and improved skills in several areas of cognition and attention for learning.

Instructional Strategies

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

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

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

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

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

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

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

- Developing proficient students who possess highly desirable technology skills creating future opportunities in academics and global employment.

HIAT has adopted The Leona Group's Technology Program which integrates technology across all subject areas. (See Appendix 2 for "The Leona Group technology program). In addition weekly encore technology classes will give students a greater understanding of how to use educational software and hardware to enrich skills and concepts across the curriculum. As students attain knowledge and experience using computers, the skills learned will be integrated into daily classroom instruction to help students present information by creating word documents for brochures, posters and other multimedia presentations. Computers will help provide individual and differentiated instruction during the school day. Computer software programs will also be used during intervention and enrichment periods as a supplement to regular classroom instruction. Technology will be maximized throughout each subject area with differentiating learning to meet the diverse needs of our students. Using technology, this time period is when students work independently on skills, at their personal academic level, to increase their knowledge base. The students may also use this time to work on individual projects. Nancy Barsic of Success Schools' will partner offering a Computer Lab which will be available during regular school hours and after school in the "Encore classes. ***Inbox It*** services offer Professional Development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools. INBOX IT Services will ensure that the atmosphere of HIAT is infused with advanced technology. The classrooms will be equipped with the latest technology items such as; laptops, smartphones, IPADs, digital and video cameras, audio recorder, and tablets.

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

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

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

The HIAT curriculum will be developed locally by adapting Pearson Scott Foresman materials. During professional development, planning sessions HIAT school leaders and teachers will fully utilize the Indiana Department of Education web resources to both plan the scope and sequence of learning and continuously align curriculum to National Educational Technology Standards (NETS), the Indiana College and Career Standards and Indiana Academic Standards for Fine Arts. Curriculum mapping documents will be saved on a shared electronic document server (local area network or internet) where they can be viewed, updated and modified by instructional team members (teachers, curriculum coordinators, consultants and school administration). These maps will be shaped

weekly and daily lesson planning for teachers will serve as a vertical alignment tool to school administration. Teachers will divide the instructional calendar (scope and sequence) into 12 three-week segments or "instructional windows". Using these source documents as a guiding frame curriculum maps may be modified to meet students' learning needs. The curriculum maps will be seen as "living and breathing" documents that will be developed and updated by instructional team members throughout the school year.

Academics

English & Language Arts

Arts and Technology -Integrated ELA instruction will take place in extended uninterrupted literacy blocks of a minimum of 150 minutes, using Pearson Scott Foresman (Reading Streets) materials as the core reading program. Instruction is delivered using a Balanced Literacy Workshop approach where students spend equal amounts of time reading, writing, spelling, speaking and listening. Whole group literacy instruction will set the pace for the day with the teacher stating the daily goals. Reading differentiation will occur for all students within the 150-minute literacy block using a small group rotation schedule of individual learning with technology (children have access to an online essay scorer, digital courses, e-texts and a digital resource library), individual/paired work, and small group learning with the teacher (Guided Reading) on a daily basis. *Paired Work* time allows students to work independently or with classmates on skills or a project. *Small Group Learning* time with the teacher will introduce new concepts and reinforce skills learned. This is also the time the teacher can make an assessment of student needs, evaluate, and prepare for the next day's individual learning. Closure to the daily literacy block will include a review of skills taught. Supplemental reading enrichment and intervention will occur for all students in addition to the 150-minute literacy block. Student placement in all reading instruction is data driven based on formative data.

Math

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

Science & Social Studies

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

Encore Classes:

Music

The music program at HIAT is designed to help develop intellectual and emotional communication skills, encourage cultural awareness and enrich society. The program will provide students the opportunity to develop their own musical gifts and interests,

while developing an appreciation for music. Students involved in our in school/after school music program will have specific goals and objectives for each grade level that will support and enhance the vocal and instrumental musical ability and talents of students. It will also provide performance opportunities and exposure to different styles of music and instruments. Music Appreciation will be introduced by way of studying various musicians and genres. "Sharla Sings" will partner two days a week offering; Choral Training, Vocal Coaching, Theory and Harmony, and Choir. Rubino's Music Center & Quilin & Fabish will partner twice a week with rental of musical instruments for band and orchestra, and private lessons with fees. Bekkami Productions will partner with private lessons for the Encore and after school hours throughout the year in general music, stringed instruments, keyboard, vocal music and music theory. Through music, she will reinforce writing, reading, math, and social studies skills. Students will learn to read and write music, sing on pitch, sing solo or with a group, and play and care for instruments. Students will perform in plays, musicals, and for various occasions.

Theatre

The drama program at HIAT will allow students to increase critical thinking, memorization, awareness of self and others, and become comfortable with public speaking while writing, acting, directing, and performing other off stage tasks. Intermediate students will better develop their critical thinking skills, while analyzing stage performances. Performances will be scheduled throughout the year to allow students to showcase their skills. 'Jungle Dove Productions" will partner offering training for a semester in theater, drama presentations, with stage productions. Theater at the Center offers instruction and introductory stagecraft class, set design, technical theatre, and painting for the stage. Instruction in each of the classes will highlight the collaborative nature of theatre, the importance of problem solving in a group, personal responsibility, and integration of Math, Art, and hands-on innovation within the arts environment. The classes will be inclusive in the Encore and After School Program and integrated into the regular curriculum.

Visual Arts

Throughout HIAT, art is taught as a form of self-expression while teachers emphasize the process of art rather than the finished product. Students will be challenged to interpret and portray the world, whether real or imaginary, in ways that seem both satisfying and exciting. Students will learn to use tools safely and correctly while exploring and experimenting with varied media to create imaginative projects. Art appreciation will be introduced as a way of studying artists and art movements. "The Munster Center for Visual & Performing Arts will partner with HIAT offering instructors to teach the arts for a semester. Through its community outreach program called Everykid the Center weaves visual arts into reading activities. By partnering with schools and youth-serving agencies, the Center reaches a vast number of students by sending their instructors and supplies directly to schools. "

Dance

With a dance education component in HIAT's curriculum, students will be given the opportunity to improve auditory, visual, and kinesthetic skills while providing experiences to gain personal confidence, group work, and cooperation. Various forms of dance such as ballet, hip hop, modern, folk dance, cultural dance, and tap will provide students with a well-rounded balance of experience and dance techniques. Indiana Ballet Theater of Northwest Indiana will partner offering lessons in dance for the Encore program as well as integrate lessons into the curriculum quarterly. A partnership between HIAT and the Indiana Ballet Theater will help move HIAT forward in the performing arts program and is valuable because HIAT will receive expert advice and consultation for no fee. Indiana Ballet Theater of Northwest Indiana will also provide services such as dance instruction in the Encore Program and After School Program", which will consist of art instruction involving technique for all students and the afterschool program which involves choreography and will be offered by choice. Instruction will portray the benefits of dance, broaden the mind, enhance self-esteem, guide students to be more career-minded, encompass embracing of the senses of touch and using the body and the mind, and assist in anger management, problem solving, and expression of emotions. Indiana Ballet Theater will offer professional development instruction quarterly for teachers and prior to the opening of school to reinforce lessons for the Encore Program. Indiana Ballet Theater will be an intricate part of HIAT's success in the performing arts strategic plan and supporting the implementation of a standards-integrated arts curriculum.

Physical Education

Physical education will be offered weekly to all students. The program will include participation in activities to develop and build motor skills, movement patterns, and concepts. Students will participate in regular physical activity and health enhancing physical fitness, while learning responsible personal and social behavior, as well as appreciating the value of physical activity. Students will

learn to achieve and maintain a health enhancing level of physical fitness while also learning to become responsible for personal and social behavior. Students will learn the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction, and learn the benefit of cooperating with others. The Healthea Health Education will partner for a semester offering quarterly programs to promote good health through educational training, bodily exercises, and culminating activities for the community.

Technology

Technology classes will give students a greater understanding on how to use educational software to enrich skills and concepts across the curriculum. (See Inbox IT Attachment). As students attain knowledge and experience in computers, the skills learned will be used to present information by creating word documents for brochures, posters, and other multimedia presentations. National Educational Technology Standards (NETS) will be utilized in the development of Arts-Integrated thematic units and lessons as well as assessments for benchmarking achievement with regard to technology skills. Project based learning would cover all of the disciplines, such as visual arts, performing arts, literary arts. Nancy Barsic of Success Schools' will partner offering a " Computer Lab which will available during regular school hours and after school in the "Encore classes. ***Inbox It*** services offer Professional Development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools. INBOX IT Services" will ensure that the atmosphere of HIAT is infused with advanced technology. The classrooms will be equipped with the latest technology items such as; laptops, smartphones, IPADs, digital and video cameras, audio recorder, and tablets. "The Leona Group" technology program will be used by HIAT. **(See Appendix 2).**

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

..

Integration of the Curriculum

Students use strategies that will help them to identify and make connections between theatre and other disciplines, such as, language arts, social studies, humanities, science and technology. Additionally, the arts and technology curriculum will give students tools to understand the integrative nature of theatre that includes dance, visual arts, and media arts. A sample of how the aforementioned will be instituted is as follows:

- Project learning
- Teacher directed activities in all disciplines
- Literary approach to reading
- Communication through the use of Socratic seminars, debates, and discussions
- Use of music to analyze culture and history
- The creative process as a way to communicate associated careers
- Use of the arts and technology to integrate history and culture
- The use of dance as a way to communicate

See Appendix 1for Arts & Technology Goals Sample. See Appendix 2 for "The Leona Group" Technology Program.

Integrated Education Outcomes

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

Chicago Public Schools: The 19 Chicago elementary schools operating the CAPE arts integration model showed consistently higher average scores on the district's reading and mathematics assessments over a six year period when compared to all district elementary schools (Catterall and Waldorf, 1999). Moreover, in the CAPE schools there were associated positive changes in school

climate, e.g., leadership, focus on instruction, teacher collegiality, and participation in decision making. CAPE researchers also began tackling questions about how arts integration supports student engagement in learning (DeMoss and Morris, (2002). Compared to traditional instructional experiences, arts-integrated units consistently engaged students in complex analytical cognitive activity, including those students who struggle with academic tasks. Students who were learning through arts-integrated units expressed no feelings of boredom or discouragement with the learning methods and showed interest in independent learning. After working through the non-arts units, students often self-described as discouraged, after arts-integrated units students demonstrated increased interest in the subject matter.

North Carolina Network of A+ Schools: Probably the most extensive and systematic study of the benefits of arts integration is associated with North Carolina's network of A+ Schools (which now have been established also in Oklahoma and Arkansas). A+ Schools are a comprehensive education reform model that is based on using arts-integrated instruction, incorporating Gardner's theory of multiple intelligences, recent brain research findings, dance, drama, music, visual art, and creative writing. More than twelve years of research about the A+ Schools in North Carolina tracked consistent gains in student achievement, the schools' engagement of parents and community, and other measures of learning and success. Most notably, the A+ Schools with higher proportions of disadvantaged and minority students performed as well on statewide assessments.

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

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

Pupil Performance Standards

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

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

Promotion and Graduation Criteria

HIAT will ultimately have three divisions: Primary (K-2), Intermediate (3-5), and Middle School (6-8). Exit standards/learning outcomes for each division contain diagnostic testing including; formative assessments, summative assessments, and standardized assessments to determine students' academic strengths and needs when addressing promotion. Providing a strong academic foundation is central to the HIAT mission; therefore, instructional strategies will be aligned and support services provided to ensure that every child achieves success. It is important to recognize that, at times, children's academic and social progress may fall below the performance requirements necessary for success in the next grade. HIAT will not promote students based on age alone; rather, student performance must demonstrate a readiness for the rigor of the next grade. Retention decisions will be carefully evaluated by the school leader and teacher in consultation with parents. Students not meeting standards, confirmed by standardized tests (IREAD, ISTEP, and 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 results, and previous retention experience prior to implementing retention.

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

School Calendar and Schedule

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

School Culture

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

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

Typical Day Teacher

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

A Day at HIAT for a Teacher	
7:15 AM	*I arrive at school and get ready for the day. I check my emails and messages, noting there is a RTI conference for Ramon at 3:15PM on Thursday.*
7:40 AM	*I need to go to the washroom before greeting my students.*
7:50 AM	*I go to the door to greet my students.*
8:00 AM	*School begins. This is the time I take attendance, lunch count, and collect homework.*
8:15 AM	*The students and I stand for the Pledge of Allegiance, followed by the daily announcements, and today's Character Education trait. I tell my students how I performed an act of kindness the day before at the grocery store by allowing*

	someone with fewer groceries than I to go first.
8:30 AM	*As today's literacy lesson begins, I introduce a special guest the theatre teacher. Together we model for the students how to identify the plot, setting, and characters in a play. I give each student a copy of a Reader's Theatre script and the students perform a play bringing the main character Abraham Lincoln to life.*
9:00 AM	*Our rotation schedule begins. I use color cards to identify each group. Today I am starting with the red group and we are going to go in depth about identifying plot, setting, and characters. The blue group is working at the computers reading interactive e-texts; the white group is working in a small group creating posters that display plot, setting, and characters in a story. I worked with that small group yesterday identifying plot, setting, and characters in the Reader's Theatre script.*
9:35 AM	*The groups change. I work with another group.*
10:10 AM	*The groups change again with students working at the computer, in small groups, and with me.*
10:45 AM	*I bring closure to today's literacy block by reviewing how to identify plot, setting, and characters with my students. The students give examples and we create a chart of the responses on the Smart Table.*
11:00 AM	*After escorting my students to the cafeteria, I use the washroom and eat my lunch.* *When I return to the class, I turn on the computers and launch Funbrain Math.*
11:40 AM	*Lunch and recess are over. We start the afternoon with Math. During our whole group instruction time, we review subtraction strategies. I then divide the students into experiential learning groups of four and each group devises a plan for solving a subtraction word problem.*
12:00 PM	*Our Math rotation begins. Just as in Reading I use color cards to identify each group. Today I am starting with the orange group and we are going to go in depth about other strategies for subtraction. The purple group is working at the computers on Funbrain Math and the green group is working as a cooperative group to solve word problems.*
12:20 PM	*The groups change. I work with another group.*
12:40PM	*The groups change again with students working at the computer, in small groups, and with me.*
1:00 PM	*We close out today's Math block by reviewing the subtraction strategies each group devised in their word problem solving plans.*
1:10 PM	*It is time for Social Studies. I begin by teaching the students a song about Ancient Civilization to build their background knowledge. We use a KWL chart to brainstorm the things we know and want to learn about ancient civilization. The chart will serve as a list of questions to drive our experiential thematic social studies units for the next few weeks.*
2:00 PM	*Today's Encore class is Dance. I escort my students to the dance theatre.. This gives me time to meet with my grade level team and Encore teachers to plan the arts-integrated lesson for next week. I will take the KWL chart with the list of things my students wish to learn to help us differentiate the lessons.*
2:50 PM	*Students return. It is time for them to pack up their backpacks. I remind the students to take their Funbrain Math access codes and passwords home to practice subtraction word problems on their electronic devices because there will be a test this week.*
3:00 PM	*Time to take the students to the door to leave! I need to prepare for tomorrow, as well as prepare for Ramon's RTI conference on Thursday.*
4:00 PM	*Time to go home! I will take papers to grade.*

Typical Day Students

Day at HIAT for a First Grade Student	
7:50 AM	*I arrived at school. My teacher greeted me at the door. I saw some of my friends. I hung up my coat and backpack and prepared for my day. The classroom has a Smart TABLE in which I can choose a Hi-tech activity to play with a friend.*
8:00 AM	*Today I get to write in my IPAD about how I was kind to my sister. I drew an animated picture that plays with music!*
8:15 AM	*I stood up to say the Pledge of Allegiance. I listened as the principal read the announcements on the Flat Screen. He is talking about all of the afterschool programs of Arts. Sounds fun!! Someone from grade 4 read their story about kindness and drew beautiful pictures on the Smart Board. Every time she said an action word we were suppose to act each word out. It was almost like Simon Says!! My teacher led the class in a song about kindness and we used instruments. I love learning new songs!*
8:30 AM	*Today the teacher told us how we can identify the plot, setting, and main characters in a story using the assistance of the theatre teacher. I actually pretended to be one of the main characters. Can you believe I was Abraham Lincoln? It was so much fun!*
9:00AM	*I love this time. This time of day I work alone on the desktop, with my classmates, or with the teacher. I go to the*

	washroom during this time.
10:45 AM	*I am back with my whole class. We talked about the work we just did. We gave an example of the plot, setting, and characters in the story we read. I got to read from a play. Do you know that Abraham Lincoln was the 16th President?*
11:00 AM	*A very exciting time of the day for me is lunch and recess! I brought my lunch today because my mom told me they were having tacos. I hate tacos!*
11:40 AM	*It is time for Math. My teacher was talking about subtraction. This is another favorite time because we work on Math on the computer with a touch screen! Funbrain Math it is my favorite! I cannot wait to play math computer games!*
1:00 PM	*Back as the whole group again. Math is over. We have subtraction homework. It's ok, I like subtraction. I raised my hand; I have to go to the washroom.*
1:10 PM	*Sometimes we have Social Studies instead during this time. Today we learned a new song about Ancient Civilization, but it sounded like Three Blind Mice! Three Roman R's, Three Roman R's…..I love singing!!*
2:00 PM	*Time for dance! I love dance and the teacher makes it interesting. Learning about the different styles of dance is great. My big sister and I talk about what I learned and I showed her a new step called Plié from Ballet.*
2:50 PM	*Back in the room. Time to get ready to go home. I pack up my backpack; listen to the teacher's directions and closing announcements. The school principal reminds us about the Scholastic Book Fair which starts later this week. Grandpa gave me money for a book! The next fair is for Art, my teacher said. ….I can't wait!!*
3:00 PM	*Bell rings and out the door we go. School is great! I am glad I am here! I attend the afterschool program and can take private ballet lessons!*

Supplemental Programming

HIAT will provide the summer academic core curricular programs in mathematics, reading, and language arts for elementary and middle school levels. Summer School courses will be funded through the State of **Indiana funding and the Indiana reimbursement program. HIAT will provide Summer School for three (3)** hours per day for four (4) weeks. Students who have not met criteria to move on to the next grade level and/or have not achieved proficiency based on standardized test performance will be required to attend summer school.

Extra- Curricular Activities

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

Social Development and Health

HIAT will cater to the needs of the whole child. The school will implement a school wide Character Education Program that teaches character traits and values, will address many issues students are challenged with on a daily basis, and support a safe learning environment. The Character Education Program includes class discussions, teacher lessons, and school programs that emphasize and reinforce the learning. Discipline will take place in an atmosphere that abides by the guidelines of a Positive Behavioral Intervention System (PBIS). Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. (See Appendix 3 for Leona Assessment which will be implemented by HIAT).

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

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

Studies in Special Population and At-Risk Students

Summary

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

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

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

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

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

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

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

How HIAT will identify students with special education needs.

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

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

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

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

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

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

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

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

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

How the school will identify ELL students.

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

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

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

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

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

- The Home Language Survey
- Parent Observational Survey
- Teacher Observational Charts

- World-class Instructional Design and Assessment (WIDA) is used to measure reading, writing, listening and speaking.
- Level of Acculturation (LOA) this observation chart\ tool is used to measure the student's interactions with peers
- Student Oral Language Observation Matrix: (SOLOM) A rubric that measures comprehension, fluency, vocabulary, pronunciation and grammar
- The Basic Interpersonal Communications Skills (BICS) assessment is given to both L1 and L2. BICS assessment looks at the students casual language use.

How the school will provide qualified staffing for ELL students.

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

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

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

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

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

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

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

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

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

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

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

Student Recruitment and Enrollment

Recruitment and Marketing

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

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

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

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

Student Discipline

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

It is the expectation that all students conduct themselves in a responsible manner, as outlined in the Student Handbook, in order to maintain a safe and orderly school environment and provide the opportunity for learning for all students. The expectations outlined are consistent with the social and emotional development of all students. Teachers receive support from the leadership team with regard to classroom management and interventions to ensure that they are both aware of the needs/development of students and able to

effectively implement strategies in their classrooms. All adults working or who have children enrolled in the school are expected to act as role models at all times. In addition to the expectations outlined in the student handbook, which will be provided to students and families at the start of the school year, the PBIS and Character Education Program will be used to teach and monitor appropriate behaviors. The discipline plan will be culturally relevant and expose students, in a spiraling and developmentally appropriate manner, to issues of cultural relevance and respect. The Character Education Program will emphasize the values and responsibilities of good citizenship inherent in the school behavior code and ensure a safe, orderly, and positive learning environment.

The school's *Discipline Code* will apply to the actions of students during school hours, before and after school, while on school property, at all school sponsored events, and when the actions affect the mission of the school. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct impacts the mission of the school.
Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. The school's staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

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

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

Parents & Community

The interest, support, and demand to fill an important community need providing a school option that presently does not exist for students who are not achieving success in a traditional school, is exceptionally strong in the Merrillville community. HIAT board members have actively met and spoken with community leaders, parents, and students and have been greeted with a high degree of eagerness and enthusiasm about the concept for the school and the need for serving the Lake County, Indiana population. Community members have expressed support for both the proposed school model that incorporates a different learning style by integrating the Arts & Technology. Members of the community continue to express that there is a large need for HIAT's innovative approach to serving local youth.

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

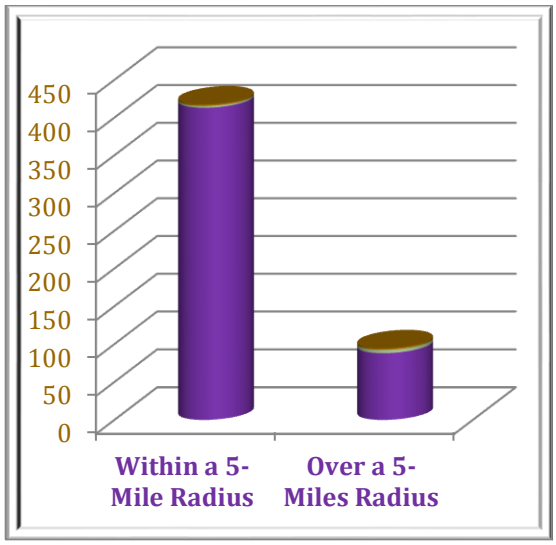
HIAT will continue to reach out to all the stakeholders in the community to ensure that these students have a viable school option that can help them engage in a positive school community. HIAT's board and administration will stay active in engaging the support of local elected officials, Community Boards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

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

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

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

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



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

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

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

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

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

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

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

Performance Management

Apart from these indicators and measures, what other goals will students at the school be expected to achieve by the end of the first 5-year charter term? **NOTE:** Goals must be specific and

measurable, and must include a timeline by which the school will determine whether or not students have successfully achieved these goals.

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

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

HIAT is aware and realizes the ways a charter school is held accountable for student performance; assessing students based on state standardized assessment scores, assessment on yearly improvement, and school sponsors. In 2002, the federal No Child Left Behind Act of 2001 (NCLB) required all public schools to make Adequate Yearly Progress (AYP) for both the school's overall student population and any demographic group. AYP will be determined by student performance and participation rates on the ISTEP+. HIAT is acutely aware of the NCLB's goal for all students to achieve proficiency in English/language arts and math by 20__. It is HIAT's goal to show significant gains on ISTEP+ and to meet and exceed in every subgroup of the AYP accountability requirements. (See Appendix 3 for Leona Assessment which will be implemented by HIAT).

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

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

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

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

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

Intermediate and upper division teachers will use NWEA, ACUITY and ISTEP+ data to monitor student growth in a variety of demographic areas including individual student performance, class, grade level, content area, gender and ethnicity. Data analysis will be used to determine instructional and academic interventions, identify curricular gaps, and conduct cross grade level planning and placements.

Grade level leadership teams consisting of the principal, lead teachers, classroom and Encore teachers will support the collection and analysis of data. Consultants may be utilized to ensure the alignment of curriculum and instruction with results and student needs. The teams will meet daily to address each student's needs and make adjustments. Instruction will be adjusted to meet the individual student's needs.
Performing arts data in the form of portfolios will be used to ascertain where the student is based on their interests in performing arts. This data will help Encore faculty place the students within the school enrichment programs so that they are in the appropriate level for maximum growth.

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

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

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

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

Through its recruiting efforts, the goal of HIAT is to employ a leadership team with experience in the analysis and interpretation of performance data as well as the development and implementation of plans to address improvement. However, in the absence of this experience with regard to any member of the leadership team, HIAT will secure consulting services to provide training in identified need areas.
Before school begins, teachers and administrators will receive data management training from various organizations and individuals. First, Acuity will provide training to the administration and staff regarding its assessment product. Part of the training will include interpreting and using the data to improve student learning. The principal and lead teachers will provide on-going professional development on using data to improve student learning. HIAT will also seek opportunities to collaborate with local colleges and universities to support this development.

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

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

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

☐ A written Corrective Action Plan (CAP)
☐ A probationary period
☐ Dismissal from the position
HIAT believes that the individual teachers are a large part of meeting academic achievement expectations. Teacher evaluation and professional development will occur throughout the year. Those not performing per expectations based on student growth and data from observations will also experience (but is not limited to) the steps listed above. For plans to address students falling short of academic expectations, please refer to Section II under Special Populations and At Risk Students.

Implementation Plan

School Leadership & Staff Hiring, Management, and Evaluation

The goal of HIAT is to sustain strong staff, which is vital to providing an effective learning environment. HIAT will only employ certified teachers and will vigorously and continuously recruit, paying careful attention to the education background and experience of all candidates. The Executive Director, 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. The Leona Group will assist with the implementation for HIAT. (See Attachment 15 Start-Up Plan). (See Appendix 5 Leona Implementation Calendar).

HIAT recognizes the impact that 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 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 that the professional profiles of each teacher meets the standards of highly qualified, HIAT will provide quality on-going professional development to ensure excellence in every classroom.

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

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

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

School Leader and Teacher Performance

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

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

Compensation System

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

Employee Salaries and Benefits

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

Professional Development

Heritage Institute of Arts & Technology will enter the 2016 year with a structured and focused professional development plan that will support the goals of the school, and will be incorporated with the school's Improvement Plan. HIAT believes that "we are all learners", and therefore will implement ongoing professional development throughout the school that applies true performance based management. Each individual Professional Development Plan will be based on prior performance and will have development goals with clear action steps to meet those targets. Each goal will be specific and measurable, with clear benchmarks for success.

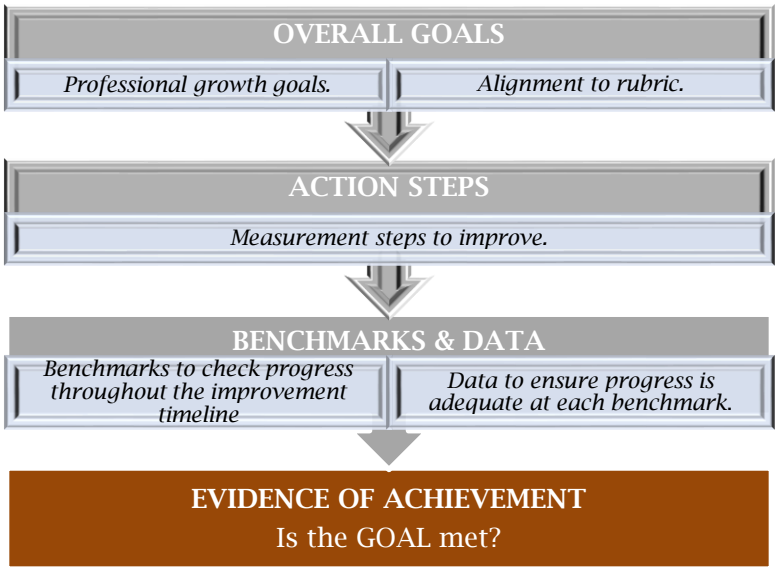
HIAT will provide extensive innovative professional development programs that address collaboratively designed strategies, advancement initiatives, and implements a wide variety of activities to support our goal in promoting and improving quality of teaching, integration of technology, content knowledge,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

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

Board Development

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

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



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

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

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

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

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

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

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

Professional Development

- **Pearson/Scott Foresman** offers professional development in technology. It will engage students and improve learning with Technology Integration. Pearson's technology integration professional development helps educators leverage technology as a bridge to learning and plug into 21st century instructional approaches. Pearson Professional Development is designed to help teachers use technology as a bridge to student learning. It demonstrates how to create and manage technology-rich lessons, use interactive whiteboards to enhance instruction across grade levels and content areas, and to implement the digital tools and activities embedded in the Pearson curriculum to engage students and improve learning.

- **INBOX IT** Services offers professional development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools.

- **Webinars and other online experiences** focusing on specific topics, e.g.:
  - Developing exemplary arts integrated teaching practices.
  - Building collaborations with and among teachers/community workers, students and teaching artists.
  - Developing a "professional community" of teaching artists for mutual support.
  - Building demand for arts education, with an emphasis on the critical workplace skills as well as academic achievement fostered through high quality encounters with the arts.

- **Guided residency opportunity in selected partner settings.**
  - Developing planning skills to apply in teaching.
  - Developing effective implementation strategies.
  - Reflecting (What works? Why?) to improve teaching practices.

Assessment

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

-

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

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

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

Teachers will meet frequently to plan lessons, assess student progress, evaluate instructional strategies, develop strategic approaches that meet the needs of all students, especially those with special needs and English Language Learners. The school Director will provide adequate resources for high quality instruction, including professional development, instructional materials and various forms of integrated technology for all HIAT classrooms, the HIAT library and the HIAT laboratories.
Professional development plans will be linked to the HIAT school plan and all of HIAT's school goals. Professional development will occur regularly---based on the central goal of building a learning community. Professional development will become teacher-driven. Professional development activities and time will be issued to facilitate pro-active teacher's reflection and assessment of their own teaching. Professional development will involve the teachers at HIAT in examining school wide achievement. The HIAT community will meet to discuss performance and plan accordingly.

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

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

Pearson Professional Development Strands

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

Formal Orientation Schedule

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

	Morning	Afternoon
Day 1 **"Built to Last"**	***Welcome Breakfast* ***Opening Remarks from Executive Director & Principal*	***What makes great organizations:* ***Student Handbook*

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

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

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

Inbox It services offer Professional Development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools. .Microsoft certification will be offered for the teachers. INBOX IT Services" will ensure that the atmosphere of HIAT is infused with advanced technology. The classrooms will be equipped with the latest technology gadgets such as; laptops, smartphones, IPADs, digital and video cameras, audio recorder, and tablets as well as technology classes for the students weekly.

Indiana Ballet Theater of Northwest Indiana A partnership between HIAT and the Indiana Ballet Theater will help move HIAT forward in the performing arts program and is valuable because HIAT will receive expert advice and consultation for no fee. Indiana Ballet Theater of Northwest Indiana will also provide services such as, dance instruction in the "Encore Program and After School Program", which will consist of art instruction involving technique for all students and the afterschool program which involves choreography and will be offered by choice. Instruction will portray the benefits of dance, broaden the mind, enhance self-esteem, guide students to be more career-minded, encompass embracing of the senses of touch and using the body and the mind, and assist in anger management, problem solving, and expression of emotions. Indiana Ballet Theater will offer professional development quarterly for teachers and prior to the opening of school instruction to reinforce lessons for the Encore Program. Indiana Ballet Theater will be an intricate part of HIATs success in the performing arts strategic plan and supporting the implementation of standards-integrated arts Services will be offered once a week per semester to the students.

Rubino's Music Center & Quilan & Fabish offers rental of instruments curriculum and will give on site lessons to students after school. The lessons will be 45 minutes, once a week after school and the Encore Program. Rubino offers Beginning, Intermediate, and Advanced classes with instruments and vocals. Depending on the level of the student, he/she will learn: to read and write music, how to communicate through music, music theory, how to play and take care of a musical instrument, how to play with others in band and/or orchestra, and students will be trained in sound engineering. Students may produce CD and/or music video.

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. BGC may provide after school programs and activities and may partner with HIAT for afterschool mentoring and tutoring. Each of these tentative partnerships provides opportunities to support learning and success for HIAT students.

Jungle Dove Productions will partner offering training in theater, drama presentations and stage productions during the After School and the Encore Program once a week during the semesters.

Sharla Sings, will partner offering; Choral Training, Vocal Coaching, Theory and Harmony, and Choir during the Encore programs once a week during the semester.

The Healthea Health Education may offer quarterly programs to promote good health through educational training, bodily exercises, and culminating activities for the community.

Theatre at the Center offers instruction and introductory stagecraft class, set design, technical theatre, and painting for the stage. Instruction in each of the classes will highlight the collaborative nature of theatre, the importance of problem solving in a group, personal responsibility, and integration of math, art, and hands-on innovation within the arts environment. The classes will be inclusive in the Encore and After School Program once a week during the semesters. See (Appendix 5 for Sample Service Contract for Partners).

Bekami Productions is privately ran by Beverly Kimani. She is a licensed music and elementary education teacher, who will offer group and private lessons during the afternoon and after school hours throughout the year in general music, stringed instruments, keyboard, vocal music and music theory. Through music, she will reinforce writing, reading, math, and social studies skills. Students will learn to read and write music, sing on pitch, sing solo or with a group, and play and care for instruments. Students will perform in plays, musicals, and for various occasions.

Start-Up & Operations

The HIAT Board recognizes the right of students, staff, and the community to a safe, secure, and orderly school and work environment. The HIAT governing board is fully committed to maximizing school safety and creating a peaceful, caring, and safe learning environment that is free from physical and psychological harm. The HIAT Board has emphasized, within its Security and Safety Plan, high expectations for student conduct, characterized by accountable and responsible behavior, violence and bullying prevention and respect for others. The Safety and Security Plan was established to provide for the care and protection of students and staff in order to maximize opportunities for teaching and learning. The school's comprehensive Safety and Security Plan provides, but is not limited to; emergency procedures, security plans, visitor policies, other safety concerns, for the care and protection of students and staff of HIAT. The 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's goals, the school's structure, staff accountabilities and all improvement plans. The Executive Director, Principal, or designees shall oversee the implementation and development of the Safety and Security Plan. The plan identifies goals and priorities for a safe and secure school. The plan's focused areas include but are not limited to:

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

The School's environment is a crucial factor in effective teaching and learning. HIAT's careful planning, implementation, and focus on 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-hours 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 devices. 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 safety within the school environment. The security officer will be involved in the formulation of security policies, security procedures, and implementation and will be responsible for the assessment of potential risk, security training, disruptive behavior and reporting, and dangerous conditions. HIAT's action plan seeks to be proactive when addressing all emergency conditions of the school.

Facility Plan

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

HIAT has also attended Merrillville Town Council review and is astute to the procedures. Heritage Real Estate has the capacity and experience in managing these strategies including managing build-out and / or renovations.

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

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

Success Schools LLC
8101 Polo Club Drive
Merrillville, IN 46410

The Post Tribune Building
1433 E.83rd Avenue
Merrillville, IN 46410

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

Budget & Finance

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

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

Budget Narrative

HIAT's assumptions and revenue estimates will include: food service program, full day kindergarten grant, textbook reimbursement, public charter school program (PCSP) planning grant (will be pursued), federal Title I and Title II grant programs, and student activity fees. Detail on significant revenue calculation assumptions are included in the notes section of each year's budget template. HIAT has grant writers on the board for pursuing grants and donations. On the governing board, finance and fundraising committees are established for seeking funds as well. After school Encore programs will be funded via per student fees. Utilizing group programs will keep the per student fees lower; for example, multiple students splitting the cost of one instructor whether it be a dance, music or art program.

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

Per Pupil Revenue is based on the Merrillville area rate of $4,967 plus the complexity rate of $3,489. Per Pupil revenues are calculated using calendar year funding cycle based on previous September ADM enrollments. For Subsequent years the increased enrollment is applied to the adjusted ADM (2% annual increase) rate for the calendar year (January through December).

If any of the above revenues are not received or are lower than anticipated, the local management will monitor and adjust expenditures as needed to maintain a balanced budget and financial stability of the school. The primary area of reduction will be in staffing. We have matched our expenditures to the applicable funding. For example, if the ADM rate were reduced we would reduce pay rates or staffing levels. The board is also attempting to secure a relationship with a local lending institution to provide start up funding and cover the initial year 1 cash flow needs.

The local management has prepared the budget based on comparison with other similar approved school budgets and expertise of current board members. The budget is designed to generate carryover funds to accumulate and cover any unanticipated or unexpected expenses that may arise.

Special Education teachers and instructional aides are included in the budget and supplies for such programs included in other educational supplies per student calculation. Retirement plan contributions for both Indiana PERF and ISTRF programs are included in the benefits calculation for employees as indicated in the benefit description on the salary worksheets. A 403b plan may also be

offered by the local management for employee contribution only, there is no employer matching offered with the 403b plan. In addition HIAT is seeking CRA Funds, Community Reinvestment ACT from banks within the community. These monies are not currently reflected in the budget.

A portion of the carryover funds generated as budgeted and by actual operations will be retained for capital and insurance reserve fund. In addition, the budgets do include expenditures for capital in all years designed to cover repair and replacement of capital expenses based on experience.

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.

ATTACHMENTS

ATTACHMENT 1

Founding Group Resumes

Founding Group (Board Members) & Advisory Board

NAME	ADDRESS	EMAIL & TELEPHONE	Role	COMMITTEE	BOARD SEAT
Dr. Darlene Henderson President	1149 Thiel Drive Schererville, IN 46375	darlene8031@yahoo.com 219-381-5908	FOUNDER & Board Member	Finance	President
Sharla Williams Vice President	6894 Fillmore St. Merrillville, IN 46410	Sharlasings@hotmail.com 219-487-7738	FOUNDER & Board Member	Grant & Fundraising	Vice President
Dr. Jill Karn Operations, Technology	1442 Inverness Lane Schererville, IN 46375	drjkarn@ncalu.us 312-342-1040	FOUNDER & Board Member	Education	Chair of Education
Carol King Secretary	2045 Conn. Street Gary, IN 46407	Cking7974@yahoo.com 219-313-4248	FOUNDER & Board Member	Grant & Fundraising	Secretary
Thomas Rowland, CPA Treasurer, Finance,	570 Glenwood Dr. Valparaiso, IN 46385	trowland@treehousefin.com 219-916-0641 219-736-7777	FOUNDER & Board Member	Finance	Treasurer
Gloria Tuohy Creative Arts	8888 Louisiana St. Merrillville, IN 46410	ibtnw@hotmail.com 219-263-8041	FOUNDER & Board Member	Education	Director
George Tucker Technology	7486 East RidgeRoad Hobart, IN 46342	gtucker@bgcnwi.org	FOUNDER & Board Member	Education	Technology
Dr. Mia Jones Instructional Coach	7955 W. 102nd Place, Crown Point, IN 46307	mejones@hammond.k12.in.us 219-627-3178	Advisory Board Member		
Linda Romo Administration, Counseling	1236 W. 85th Avenue Merrillville, IN 46410	romolinda@hotmail.com 219-381-1216	Advisory Board Member		
Erricka Coleman Marketing	12238 Maize Dr. Noblesville, IN 46040	errickacoleman@yahoo.com 219-384-6307	Advisory Board Member		
Cheryl Zubel Curriculum	117 N. California St. Hobart , IN 46342	CZubel0222@aol.com 219-614-2206	Advisory Board Member		
Maurice Preston Public Relations	1957 Chase Street Gary, IN 46407	Mpress22@comcast.net 219-944-7520	Advisory Board Member		

Denise Walton Parent Coordinator	*7448 Whitcomb St. Merrillville, IN 46410*	*denisemdub@yahoo.com 219-3114-3666*	***Advisory Board Member***		
Debra & Claude Williams Promotions	*1610 E. 86th Ct. Merrillville, IN 46410*	*decisions50@yahoo.com 219-789-3058*	***Advisory Board Member***		
Mary Collins-Media	*3757 Madison St. Gary, IN 46408*	*Jungledoveproductions@live.com 219-292-0242*	***Advisory Board Member***		
Leona Gray Grants	*2754 E. 21st Pl. Gary, IN 46407*	*dozofgi@aol.com 219-902-1904*	***Advisory Board Member***		
Connie Horton	*2045 Conn. St. Gary, IN 46407*	Chorton1115@sbcglobal.net	***Advisory Board Member***		

Organizing Committees:

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

DR. DARLENE ADAMSON- HENDERSON

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

SUMMARY

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

EXPERIENCE

Consultant **2006 – Present** **Heritage Child Inc.**

Administers therapeutic counseling to clients of Northwest IN.

Administrator **2003 – 2005** **Baber Child Facility**

Administrator and Director of Education for pre-school to elementary students in the instructive programs of integrated learning.

Founder/ Administrator **1998- Present** **Heritage Child Inc.**

Founder of Heritage Child Inc. 501 C 3 Educational Organization designed to educate and meet the holistic needs of children and families.

Educator **1992 – 1999** **Gary Community School Corporation**

Administered and coordinated curriculum and instruction for students with exceptional needs. Liaison for students, parents, teachers, and administration in implementation of Individual Educational Programs. Organized counseled seminars for students and provided group and "one on one" sessions.
Incorporated Heritage Child Inc, a non-profit organization ensuring that every child is given the exceptional educational privileges to be successful.

Manager **1985 – 1992** **Gary Community School Corporation**

Managed a Local Area Network (LAN) IBM Compatible Program, and scheduled the system to accommodate approximately 900 users per year. Trained and taught skills to students, and administration. Created weekly, monthly, and yearly reports for administrative staff utilizing data analysis.

Manager **1989 – 1999** **Aloe International Royal Family**

Managed and trained employees in Group Dynamics.

Computer Operator **1976 – 1985** **Sargent & Lundy Engineers**

Schedule and operated the computer UNIVAC & Xerox Sytems

EDUCATION

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

PROFESSIONAL MEMBERSHIPS

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

AWARDS

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

Numerous employee merit awards.

Carol J. King_____
Gary, IN 46407 219-881-4642 (Work)
Cking7974@yahoo.com

EDUCATION

Indiana University Northwest/Pursuing MBA
Kentucky State University/Bachelor of Science/Business/May 1979

EMPLOYMENT

State of Indiana/Department of Child Services

(Supervisor 7/02 to Present)

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

(Family Case Manager 1/99)

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

(Supervisor 6/97)

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

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

(Caseworker 11/90)

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

Gainer Bank

(Secretary 5/79)

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

Ivy Technical College

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

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

D. JILL KARN

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

EXECUTIVE MANAGEMENT

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

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

CORE COMPETENCIES

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

PROFESSIONAL EXPERIENCE

NORTHERN CALIFORNIA UNIVERSITY 2006 - Present

President of Operations (COO), Distance Learning /Online

Senior Consultant of Operational & Organizational Change Management

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

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

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

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

J&J TECHNOLOGIES
2000- 2006
Vice President of IT Project Management Office (PMO)
Vice President of Human Resources

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

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

PREVIOUS EXPERIENCE

ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES 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 daigak*

1993 - 1995

Instructor

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

EDUCATION AND PROFESSIONAL DEVELOPMENT

Executive Doctorate of Law – Jurisprudence (non-licensed), BA University School of Law, California
Masters in Business Administration (MBA), BA University School of Law and Business
Bachelor of Science in Law (BSL), BA University of School of Law
Bachelor of Arts in Business Administration (BABA), BA University School of Law and Business
Online and/or Teaching Experience/Instruction : Blackboard, Joomla, Desire2Learn, WebCT, Moodle; digital content acquisition and development, use and instructional design for asynchronous learning. Teach at graduate and undergraduate levels for Law and Business courses.
Memberships: NCalU-Accreditation Committee, President | American Society of Law, Medicine & Ethics (ASLME) | Los Angeles Diversity Council – Co-Chair- Women in Leadership Symposium –Education Committee | Technology Management Education Association (TMEDA) | Association of International Educators (NAFSA) | Council on Law in Higher Education (CLHE) | Intercollegiate Studies Institute (ISI) | Bay Area Diversity Council Chapter – Women in Leadership Symposium | International Society for Business Education (SIEC – ISBE)
Projects: Harvard Family Research Project - FINE | California Distance Learning Project

TECHNICAL SKILLS

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

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

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

SUMMARY OF QUALIFICATIONS

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

PROFESSIONAL EXPERIENCE

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

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

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

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

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

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

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

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

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

??Judged numerous dance competitions.

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

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

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

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

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

EDUCATION

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

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

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

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

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

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

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

??Butler University work shops for teachers.

ACCREDITATION'S & AFFILIATIONS

??National Dance, Silver and Gold medals.

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

??*Regional Arts Council, 15 years.*

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

??*South Shore Arts, 15 years.*

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

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

??*Leadership Northwest Indiana, 3 years.*

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

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

PHONE (219) 736-7777 · FAX (219) 736-7171 · E-MAIL TROWLAND@TREEHOUSEFIN.COM

Thomas Rowland

OBJECTIVE

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

PROFESSIONAL EXPERIENCE

2007 - Current Tree House Financial Inc. Merrillville Indiana

Owner – Business and Tax Consulting

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

For more on the business visit www.treehousefin.com

2001 - 2007 Bucko Construction Co. Inc. Gary Indiana

Controller – Reporting direct to Owner

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

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

1987 - 2001 The LTV Corporation Cleveland/Indiana Harbor

Auditor, Financial Reporting, and Financial Analyst

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

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

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

1986 – 1987 Ingredient Technology Corp Elyria Ohio

Controller

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

1983 – 1986 Ernst and Young Cleveland Ohio

Senior Auditor

Responsible for Financial Audits of various corporations. Focused on large "SEC" corporation

EDUCATION AND OTHER

Ohio University BBA Accounting, CPA since 1987

Active in BSA, Youth Coaching, Church and Family

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

Sharla Williams

6419 Meadow Ridge Ave. Portage, IN 46368 sharlasings@hotmail.com 219-487-7738

Summary of Skills:

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

Professional Experience:

WorkOne, Region 1, Northwest, IN

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

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

WorkOne, Gary, IN

8/11-7/12 Center Manager

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

Heritage Institute of Arts & Technology, Schererville, IN

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

- Conducted Community Awareness and Public Relations
- Completed Grant Applications

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

Merrillville Community Schools, Merrillville, IN

9/08-8/11, Substitute Teacher

- Monitored students and implemented Lesson Plans

TradeWinds Independent Living Services, Gary, IN

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

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

Skills Acquisition Center, Gary, IN

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

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

Curtis & Associates, Inc., Gary, IN

07/95 - 8/98, County Director

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

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

Gary Community School Corporation, Gary, IN

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

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

Community Experience:

Urban Community Action Network, Gary, IN

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

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

Faith Temple of Christ Church, Merrillville, IN

2004 School Year, Administrator for Tiny Temples Academy

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

Sharla Sings Ministries, Merrillville, IN

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

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

Logan Park Assembly of Christ Church, Gary, IN

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

Education:

National Association of Children of Alcoholics

♦ NACOA Certified

Spiritual Caregiving to Help Addicted Persons and Families

November 2009

American Intercontinental University, Atlanta, GA

♦ Master of Education

Curriculum and Instruction

December 2006

Purdue University Calumet, Hammond, IN

♦ Bachelor of Arts

Developmental Psychology

August 1989

♦ Associate of Arts

Early Childhood

May 1988

Affiliations:

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

George R. Tucker, II
1050 Cleveland St., Hammond, IN. 46320
219-803-7336 (H) 219-951-8667 (C)

PROFESSIONAL EXPERIENCE:

Boys and Girls Clubs of Northwest Indiana, Merrillville, IN. 46410 April 2006, to Present
IT Manager

- Created successful retention, training and performance based incentives, resulting in a motivated and talented team of IT professionals focused on customer service
- Strategically planned and directed the IT efforts in implementing an effective companywide inventory management system.
- Responsible for the management and enforcement of policies and procedures for IT operations.
- Designed and implemented company wide security profile to ensure data security and network integrity across all platforms.
- Responsible for negotiating vendor contracts including contracts for hardware, software, telecommunications, and maintenance.
- Responsible for recruiting personnel, maintaining staff direction, developing and implementing departmental goals.
- Responsible for overall systems and telecommunication operations
- Responsible for data protection and data backup of all computer systems.

Harrah's Casino & Hotel, East Chicago, IN. 46312 November 2001, to April 2006
System Administrator

- Established, managed, and enforced policies and procedures for IT operations.
- Controlled and managed security profiles for all business applications.
- Managed and negotiated vendor contracts including contracts for hardware, software, telecommunications, and maintenance.
- Responsible for recruiting personnel, maintaining staff direction, developing and implementing departmental goals.
- Performs all Windows 2000 & 2003 Server upgrades. Microsoft Exchange Server and AS/400 operations.

Yellow Cab Management February 2001 - October 2001
Project Manager

- Responsible for 2001 Yellow Cab relocation project. I was responsible for all project aspects including:
  - Comprising relocation team consisting of managers and directors.
  - Formulating project plan and delegating specific tasks to team members.
  - Developing communications tools including weekly status meetings and Microsoft Project collaboration system.
  - Attending weekly construction meetings.
  - Coordinating with various trades throughout the build-out process including electricians, furniture vendor, architect, construction contractors, data/telco wiring vendor, phone system vendor, and SBC to ensure project success.
  - Coordinating relocation to two temporary locations including a mobile office trailer and office space downtown with full network and telephone functionality.
  - Tracked and maintained a project budget of $750,000
  - Developing the design, electrical layout, data/voice jack layout, and floor layout for IT computer room including all furniture and network racks.

DSTCatalyst Inc., Chicago, IL. 60602, February 2000 - January 2001
Network Administrator

- Responsible for computer installations, upgrades, and repairs.
- Managed time clock upgrade project, which included collaborating with vendors, choosing locations for all equipment, distribution of new timekeeper software and coordination of training on new timekeeper software.
- Responsible for all CAT3 and CAT5 premise wiring for network and telecommunications operations
- Created an inventory-tracking database to maintain an accurate inventory of all computers, printers and related equipment.
- Responsible for Internet access/Internet e-mail setup, implementation and training. Installed and configured CISCO 2612 router and Microsoft Exchange Server. Setup remote e-mail access via the Internet.
- Responsible for all network operations, scheduled maintenance, system/equipment upgrades, rotational backups, and system security.
- Responsible for installation, upgrades, and scheduled maintenance of ADP, Solomon IV and other BackOffice programs.

Total Control Products, Melrose Park, IL. 60160, Sep 1996- January 2000
Network Administrator

- Responsible for all network operations including, security, CAT3, CAT5 and Fiber premise wiring, upgrades, equipment repairs, and wireless network, telephone switch and related telecommunications equipment, and cellular phone management.
- Engineered and implemented Wide Area Network infrastructure. Project entailed petitioning the CFO for project funding by creating a ROI study on cost-effectiveness of networks. Purchased and configured all network equipment. Implemented new network infrastructure with minimal down time.
- Managed Exchange and Outlook rollout project. Purchased and configured a Dell email server running Microsoft Exchange Server 2000. Setup all email users and groups, implemented the Outlook client on all company PCs. Facilitated training class for email users on Outlook 2000 and created all training documentation.
- Engineered and implemented network based Internet access, which included a VPN solution for remote users.
- Supervised Senior Computer Operator in daily tasks.

Gary Community School Corporation, Gary, IN. 46402, October 1993 - June 1996
Computer Technician/Teacher

- Installed and maintained all computer hardware and software.
- Maintained Macintosh Local Talk Network.
- Provided technical support and training to computer and software users throughout the school.
- Started a computer class for six, seven, and eighth grade students at Emerson Visual & Performing Arts.

EDUCATION:
June 1989-May 1993 Southern University, Baton Rouge, LA. Major: Computer Science

PROFESSIONAL CERTIFICATIONS:
Microsoft Certified Professional (MCP) & Microsoft Certified System Engineer (MCSE)

COMPUTER SKILLS:
Software: Microsoft SharePoint, Microsoft Exchange, Microsoft Word/Excel/Access/PowerPoint, Windows XP, Windows 7, FileMaker Pro, Adobe Creative Suite, Microsoft Visio,

Operating Systems: Cisco IOS, Windows XP, Windows 7, Macintosh OSX, Novell, UNIX, Windows Server, OS/400

Hardware: Cisco routers and switches, X86 and Pentium Based PCs, Dell Power Edge Servers, IBM RISC 6000, AS/400, NEC Phone System including Voicemail, ACD, and Call Accounting, WatchGuard Firebox Firewall, Netopia Routers, 3COM Switches, Adtran CSU/DSU

Professional Reference Available Upon Request

THE LEONA GROUP CONTRACT

MANAGEMENT AGREEMENT

This Management Agreement (the “Agreement”) is made and entered into as of the ____ day of _____, 201__, by and between _____, an Indiana nonprofit corporation and public charter school (“[Name of Academy]”), by and through its Board of Directors (the “Board”), and The Leona Group, LLC, a Michigan limited liability company authorized to conduct business in the State of Indiana (“TLG”).

RECITALS

A. [Name of Academy] has been granted a Charter School Contract (the "Charter School Contract") by Ball State University (the “Authorizer”) to operate a Charter School (the "Academy") pursuant to the Charter School Contract in accordance with Title 20 of the Indiana Code (the "Code") under the name of “[Name of Academy]."

B. [Name of Academy] and TLG desire to create an enduring educational partnership, whereby [Name of Academy] and TLG will work together to develop an environment of educational excellence and innovation at [Name of Academy], based upon TLG's experience and capacity to implement and manage a comprehensive educational program (the "Educational Program").

C. [Name of Academy] has approved TLG's Educational Program, and agrees that it is in the best interest of [Name of Academy] and the Academy to enter into this Agreement with TLG.

D. [Name of Academy] and TLG intend that this Agreement constitute, and this Agreement shall constitute, a "qualified management agreement" in compliance with applicable requirements of Section 141 of the Internal Revenue Code of 1986 (the "1986 Code") and Rev. Proc. 97-13, 1997-5 I.R.B. 18 ("Revenue Procedure 97-13") and shall be interpreted in accordance with such requirements.

THEREFORE, the parties mutually agree as follows:

1. Charter School Contract; Required Provisions. Notwithstanding, anything contained in the Agreement to the contrary, the Academy and TLG covenant and agree, as follows:

1.1 TLG shall (i) comply with the requirements of the Charter School Contract to the extent TLG performs services on behalf of the Academy and (ii) assist and cooperate with the Academy in complying with the requirements of the Charter School Contract.

1.2 Nothing in this Agreement shall be construed to (i) interfere with the Board's duties under the Charter School Contract and the Academy's duties and (ii) cause the Academy's duties under the Charter School Contract to be limited or rendered impossible by action or inaction of TLG.

1.3 No provision contained in this Agreement shall in any way impact the Academy's course of action in choosing to assert or not assert governmental immunity.

1.4 All financial, educational and student records pertaining to the Academy are Academy property ("Academy Records") and that the Academy Records are subject to the provisions of the Indiana Freedom of Information Act. The Academy Records must be stored, in physical form, on-site at the Academy's Facility (the "Facility") or be directly accessible at the Facility. In addition, all records pertaining to teach and administrator certification, as well as a copy of the employee handbook shall be maintained physically on site or directly accessible at the Facility.

1.5 All finance and other records of the TLG related to the Academy will be made available to the Academy's independent auditor. In addition, no provision of this Agreement shall alter the Board Treasurer's legal obligation to direct that the deposit of all funds received by the Academy be placed in the Academy's depository account as required. Further, the

signatories on the Board's depository account shall be solely Board members and/or properly designated Board employees. All interest or investment earnings on Academy deposits shall accrue to the Academy.

1.6 The Board shall have sole responsibility and authority to select and retain the independent auditor for the Academy to perform the annual financial audit in accordance with the Charter School Contract and applicable state law.

1.7 TLG hereby certifies that it will not markup the costs of supplies, materials or equipment procured by TLG on the Academy's behalf and that all supplies, materials and equipment procured by TLG on behalf of the Academy will be inventoried by an acceptable method of inventory and further that an inventory of Academy equipment shall be maintained so that it can be clearly established which property belongs to the Academy.

1.8 In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's Term, TLG shall provide transition services to the Academy as follows:

1.8.1 Close the books on the final year of operations in a manner and form in keeping with the industry standard, prepare financial records in audit-ready form, and hand said records off to the Academy Board or successor management company. If the school year of termination extends beyond June 30, this Paragraph shall include getting all business and financial records from July 1 through August 31 of that year prepared in a form in keeping with the industry standard which may be turned over to the Academy Board or successor management company.

1.8.2 Complete student records in a manner in keeping with the industry standard and hand them off to the Academy Board or successor management company.

1.8.3 Complete and organize all Academy documents in a manner and form in keeping with the industry standard, including without limitation minutes, third party contracts, correspondence relating to Academy business, notices, and so forth, and hand them off to the Academy Board or successor management company.

1.8.4 Complete all reporting and compliance requirements up to and including the final year of operations.

1.8.5 The parties may agree upon other transition services to be provided by TLG, at a mutually agreed upon fee.

1.9 With respect to all persons providing instructional or administrative services to the Academy on a full time basis (the "Academy Staff") (i) nothing in this Agreement shall be construed as imposing a non-competition, no-hire, or similar provision, which would prohibit or restrict the Academy from hiring a member of the Academy Staff; nor (ii) shall any separate agreement between TLG and a member of the Academy Staff contain such a provision prohibiting or restricting a member of the Academy Staff from accepting employment from the Academy.

1.10 The Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the Charter School Contract, this Agreement and applicable law. No material amendment or modification to this Agreement by the parties shall be undertaken without notification of the Authorizer and each such amendment or modification shall be

accompanied by a legal opinion of the Academy's independent legal counsel that all requirements of applicable law have been met and that there are no improper and/or unlawful interrelations or conflicts created by such amendment or modification.

1.11 The parties acknowledge and agree that Authorizer, its Board of Trustees, and its members, officers, employees, agents or representatives (for purposes of this Section 1.11 collectively "Authorizer") are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promises to indemnify, defend and hold harmless the Authorizer from all demands, claims or liabilities, including attorney fees and related expenses, on account of injury, loss or damage, including, without limitation claims arising from bodily injury, personal injury, sickness, disease, death property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the Authorizer, which arise out of or are in any manner connected with the Authorizer's approval of the Academy application, the Authorizer's consideration of or issuance of a Charter School Contract, the Academy's preparation for or operation of a public school, or which are incurred as a result of the reliance by the Authorizer upon information supplied by the parties, or which arise out of the parties' failure to comply with the Charter School Contract. The parties expressly acknowledge and agree that the Authorizer may commence legal action against TLG to enforce its rights as set forth in this section of the Agreement.

1.12 All Academy Staff shall undergo criminal background and unprofessional conduct checks as required by applicable law and all evidence of such reviews shall be available, in physical form, at the Facility or directly accessible at the Facility.

1.13 On an annual basis, TLG agrees to provide the Board with the same information that a school district is required to disclose for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Indiana Department of Education.

1.14 To the extent permitted by applicable law, TLG shall make all information concerning the operation and management of the Academy, including without limitation but not limited to the information described in Section ___ of the Charter School Contract available to the Academy as deemed reasonably necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under the Charter School Contract and also at least the information that a school district is required to disclose under Applicable Law.

1.15 TLG shall notify the Academy Board if any principal or officer of TLG or if TLG as an entity (including any related organizations or organizations in which a principal or officer of TLG served as a principal or officer) has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.

1.16 TLG shall cooperate with the Academy and the Academy's Board in fulfilling the Academy Board's duty to meet and implement the Academy's Board's statutory, contractual and fiduciary responsibilities relating to the governance and operation of the Academy. No provision in this Agreement shall be construed as prohibiting or impeding the Academy Board from acting as an independent, self-governing public body, or allowing public decisions to be made other than in compliance with the Indiana Open Meetings Act.

1.17 Any equipment, materials and supplies ("Academy Equipment") purchased by TLG on behalf of or as the agent of the Academy, shall be and remain the sole property of the Academy. When acquiring Academy Equipment, TLG and its subcontractors will comply with

bidding requirements mandated by Applicable Law ("Bidding Requirements") and with the Board's procurement policy to the same extent that the Bidding Requirements would apply to the Academy when making purchases of Academy Equipment directly from a third party supplier. TLG will not include any fees or charges to the cost of the equipment, materials and supplies purchased from third parties when it seeks reimbursement for the cost of these acquisitions. All supplies, materials, and equipment procured for the Academy by TLG shall be inventoried by an acceptable method of inventory and an inventory of Academy equipment shall be maintained so that it can be clearly established which property belongs to the Academy.

1.18 The Academy owns all proprietary rights to curriculum or educational materials ("Educational Materials") that (i) are both directly developed and paid for by the Academy; or (ii) were developed by TLG at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials. TLG shall own all proprietary rights to Educational Materials previously developed or copyrighted by TLG, or Educational Materials that are developed by TLG using funds from the Academy that are not dedicated for the specific purpose of developing Academy Educational Materials. TLG acknowledges and agrees that the Educational Materials owned by TLG and teaching techniques used by the Academy may be subject to disclosure under the Code and the Indiana Freedom of Information Act.

1.19 Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing and development of TLG.

1.20 The maximum term of Agreement must not exceed five (5) academic years or the remaining term of the Charter School Contract, whichever is less.

1.21 Evaluation of TLG. The Board will evaluate the performance of TLG each year to provide TLG with an understanding of the Board's view of its performance under this Agreement. A preliminary evaluation will normally occur in January of each year followed by a year-end evaluation in June. The Board will determine the format to conduct this evaluation. Special evaluations may occur at any time.

2. Educational Services. For the Term of this Agreement, TLG will provide to [Name of Academy] in conjunction with the Academy the following educational services consistent with the Charter School Contract (the "Educational Services"):

2.1 Curriculum. The development and implementation of the curriculum used at [Name of Academy].

2.2 Instruction. Oversight and coordination of the services to be provided by instructional personnel, including the School Leader(s), its teachers and support staff, all in accordance with this Agreement.

2.3 Instructional Tools. The selection of instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools.

2.4 Extra-Curricular and Co-Curricular Programs. The development and implementation of appropriate extra-curricular and co-curricular activities and programs.

2.5 Additional Educational Services. Any other services required by the Authorizing District or the State of Indiana Department of Education and such other services as are necessary or expedient for the improvement of teaching and learning at [Name of Academy] as agreed to from time to time between TLG and [Name of Academy] ("Supplemental Programs").

2.6 Subcontracts. It is anticipated that TLG will utilize subcontracts to provide some of the services it is required to provide to the Academy. TLG shall not subcontract the management, oversight or operation of the teaching and instructional program without the prior approval of the Board. Board approval of other subcontracts is not required unless the cost for these subcontracted services exceeds the funds appropriated for that purpose in the Academy's approved. TLG will receive no additional fee as a result of subcontracting of any services.

3. Administrative Services. For the Term (as defined in Section 10), subject to the Charter School Contract and the approval of the Board of Directors of [Name of Academy] (the "Board"), TLG will provide to [Name of Academy] for the Academy the following administrative services (the "Administrative Services"):

3.1 Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with Section 15.

3.2 Facility Operation and Maintenance. Coordination with entities with which TLG contracts on behalf of [Name of Academy] for the Academy for the provision of operation and maintenance services for the Facility to the extent consistent with any and all documents pertaining to the Facility, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

3.3 Technology and Professional Development. Coordination with entities with which TLG contracts on behalf of [Name of Academy] for the Academy for the provision of technology and professional development services for the Academy, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

3.4 Business Administration. Administration of all business aspects of [Name of Academy] operation;

3.5 Transportation and Food Services. Coordination with entities with which TLG contracts on behalf of [Name of Academy] for the Academy for the provision of transportation and food services for the students enrolled at [Name of Academy], together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved providing such services.

3.6 Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties, which approval may not be unreasonably withheld.

3.7 Budgeting, Budgeting Process, Financial and Other Reporting.

3.7.1 Beginning with respect to the 2013-2014 School Year, the preparation of a proposed annual budget (the "Academy Budget") for each School Year, subject to the reasonable approval of the Board acting in its fiduciary capacity. For purposes of this Agreement, the term "School Year" shall have the meaning as provided in the application for the Charter School Contract submitted to and approved by the Authorizer. The projected Academy Budget shall contain object level detail, shall comply with public accounting standards and shall include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.

3.7.2 TLG shall deliver a draft of the Academy Budget for each School Year to the Board not less than forty-five (45) days prior to the date on which the Academy Budget for any School Year must be submitted to Authorizer and/or any State governmental agency. The Board shall review the Academy Budget within ten (10) business days following the receipt thereof (the "Budget Review Period") which review may include an independent evaluation of the Academy Budget by such accountants, attorneys, and other financial advisors that the Board deems necessary or desirable. The Board shall deliver any comments or objections to the Academy Budget prior to the expiration of the Budget Review Period. Within five (5) business days following the expiration of the Budget Review Period, the President of [Name of Academy] and the Chief Financial Officer of TLG shall reconcile any comments or objections made by the Board during the Budget Review Period. TLG and [Name of Academy] shall agree to a final Academy Budget for each such year not later than two (2) business days prior to the date on which the Academy Budget must be submitted to the Authorizer and/or any other State governmental agency.

3.7.3 Working in cooperation with the Board, TLG shall prepare, for Board approval, modifications or amendments to the Academy Budget which may be necessitated by changes in projections or circumstances or the occurrence of unexpected events, which impact projected revenue and/or expense items contained in the approved Academy Budget.

3.7.4 As required by the Authorizer or such other time as may be necessary or desirable in TLG's reasonable judgment, TLG shall provide the Board with an enrollment report stating the number of actual students enrolled at the Academy (an "Enrollment Report"). If an Enrollment Report indicates that enrollment is lower than that which was projected in the Academy Budget and such lower enrollment number shall materially adversely impact the Academy Budget for such School Year, TLG shall propose a student recruitment plan to restore the enrollment level to the projected enrollment reported to the Authorizer and or any other governmental agency prior to the commencement of the next following School Year.

3.7.5 The preparation of detailed statements of all revenues received, from whatever source, with respect to the Academy, and detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the Academy by TLG, whether incurred on-site or off-site.

3.7.6 The preparation of other financial statements as required by and in compliance with the Charter School Contract, the Code and other applicable laws and regulations, including such documentation as may be reasonably required by the

independent certified public accountants retained by the Board to perform annual audits of [Name of Academy]'s financial statements. The cost for preparation of the financial statements and audits will be responsibility of [Name of Academy] and will be provided for in the Academy Budget.

3.7.7 The preparation of such other reports on a periodic basis, relative to the finances and operation of [Name of Academy], as the same may be requested or required by the Indiana Department of Education or the Authorizer to ensure compliance with the terms of the Charter School Contract and applicable law.

3.7.8 Other information on a periodic basis reasonably necessary to enable [Name of Academy] to monitor TLG's performance under this and related agreements including the effectiveness and efficiency of its operations at [Name of Academy].

3.8 Maintenance of Financial and Student Records.

3.8.1 TLG will maintain accurate financial records pertaining to its operation of [Name of Academy], together with all [Name of Academy] financial records prepared by TLG and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the School Year to which such books, accounts and records relate. All financial records retained by TLG pertaining to [Name of Academy] will be available to [Name of Academy], the Authorizer or the Indiana Department of Education for inspection and copying within two weeks of a written request to the extent practicable.

3.8.2 TLG will maintain accurate student records pertaining to the students enrolled at the Academy as is required and in the manner provided by the Charter School Contract, the Code and applicable laws and regulations and retain such records permanently on behalf of [Name of Academy] or until this Agreement or its successor (if any) is terminated, at which time such records will be transferred to [Name of Academy] and become the sole responsibility of the Board. TLG and [Name of Academy] will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter School Contract.

3.8.3 [Name of Academy] shall be entitled at any time upon reasonable written notice to TLG to audit the books and records of TLG pertaining to its operation of the Academy pursuant to this Agreement (including, without limitation, the financial records relating thereto), provided that any such audit shall be at the sole expense of [Name of Academy].

3.9 Admissions. Implementation of [Name of Academy]'s admission policy per the Charter School Contract.

3.10 Student Due Process Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with [Name of Academy]'s duties and obligations under the Code and other applicable laws and regulations. The Board shall retain the right to provide due process as required by law and to determine whether any student will be expelled.

3.11 Academic Progress Reports. TLG will provide to [Name of Academy] on a periodic basis, as necessary or appropriate for [Name of Academy] to satisfy its obligations under the Charter School Contract, the Code and other applicable laws and regulations, a report detailing (i) the Academy's students' academic performance, and (ii) TLG's performance of the Educational Services and Administrative Services.

3.12 Rules and Procedures. TLG will recommend rules, regulations and procedures applicable to the Academy and its students and will enforce such rules, regulations and procedures adopted by [Name of Academy] that are not in direct conflict with this Agreement, the Charter School Contract, the Code and other applicable laws and regulations.

3.13 Advances. TLG may, during the Term, elect to make advances of cash to [Name of Academy] for the Academy (an "Advance") for the purpose of meeting the short term working capital or cash flow needs of [Name of Academy] to the extent consistent with the Academy Budget. Each Advance shall bear interest at the then prime rate of interest announced by Wells Fargo Bank plus 3% per annum from the date of the Advance until date of repayment by [Name of Academy] from the subsequent free cash flows of [Name of Academy] or the Academy's other resources.

3.14 Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of [Name of Academy] as agreed to, in writing, from time to time by TLG and the Board.

4. Provision of Educational Services and Administrative Services. The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at [Name of Academy] as proposed by the TLG and adopted by the Board, all in compliance with the Charter School Contract and the Code. The Administrative Services will be provided in a manner consistent with the Educational Program, the Code and the Charter School Contract.

5. Modification of Educational Services and Administrative Services. Subject to this Agreement, the Charter School Contract, Authorizer oversight, the Code and other applicable laws and regulations, TLG may modify (i) the Educational Services, provided that any material modification of the Educational Services will be subject to the prior approval of the Board, and (ii) the methods, means and manner by which such Administrative Services are provided at any time, provided that the Board will have the right to approve all material changes.

6. Budgeting for Educational Services and Administrative Services. TLG will be responsible and accountable to the Board for the provision of all Educational Services and Administrative Services, provided, that such obligations, duties and responsibilities are expressly limited by the Academy Budget established pursuant to Section 3.7, and TLG shall not expend funds on such services in excess of the amounts set forth in such Academy Budget.

7. Place of Performance; Provision of Offices. [Name of Academy] will provide TLG with necessary and reasonable classroom and office space at the Facility to perform all Educational and Administrative services described in this Agreement. TLG will provide instructional, extra-curricular and co-curricular services at the Facility. TLG may provide other services elsewhere, unless prohibited by the Charter School Contract, the Code and other applicable laws and regulations.

8. Qualified Management Agreement. In the event that [Name of Academy] undertakes any Tax Exempt Bonds (as defined in this Section 8), the following provisions shall become applicable:

8.1 Qualified Management Agreement. This Agreement is intended to and shall constitute a "qualified management agreement" in compliance with applicable requirements of Section 141 of the 1986 Code and Revenue Procedure 97-13 and shall be interpreted in accordance with such requirements. TLG represents to [Name of Academy] that TLG has reviewed the applicable requirements of Section 141 of the 1986 Code and Revenue Procedure 97-13.

8.2 Tax Covenant. TLG agrees that it will operate and manage the Academy in a manner which, to the extent of its rights and authority under this Agreement and as otherwise authorized by [Name of Academy] in writing, preserves the exemption from federal income tax of interest on any tax-exempt bond obligations of [Name of Academy] ("Tax Exempt Bonds") and, in particular, will comply with the requirements of Section 141(b) of the Code, Section 1.141-3 of the Treasury Regulations and Revenue Procedure 97-13 relating to conditions under which tax-exempt bond-financed property will be considered used for an impermissible private business use; provided, however that the foregoing shall not require TLG to breach any of the provisions of this Agreement unless such action is authorized and such breach is waived in writing by [Name of Academy] and Trustee.

8.3 In the event that such requirements impose a material adverse financial burden on TLG not otherwise contemplated by this Agreement, or if it becomes necessary to amend this Agreement to the existence or the issuance of any Tax Exempt Bonds by [Name of Academy], in order to preserve the exemption from federal income tax of interest on such Tax Exempt Bonds, TLG and [Name of Academy] agree to negotiate in good faith and amend this Agreement, including the compensation to be paid to TLG, in a manner which maintains or restores to TLG the benefits expected to be received by it pursuant to the original terms of this Agreement.

8.4 Approval of Contracts. Notwithstanding anything to the contrary contained herein, neither [Name of Academy] nor TLG will enter into contracts with unrelated third parties for the management or use of the Academy without first submitting such contracts for review and approval the other party and the any designated bond counsel to ascertain whether such contracts could adversely affect the exemption from federal income tax of interest on any Tax Exempt Bonds.

8.5 Contracts with Related Parties. Notwithstanding anything to the contrary herein contained, TLG shall not enter into any contract, as a result of which TLG, or any affiliate of or party related to TLG, receives, directly or indirectly, any direct or indirect benefit (other than the receipt by the vendor of the stated contract consideration), including without limitation any rebate, revenue sharing, royalty, profit participation, equity participation, barter consideration in the form of goods or services, or any other device, however denominated, and whether similar or dissimilar to any of the foregoing.

9. Authority. By this Agreement, [Name of Academy] provides TLG such authority and power as is reasonably necessary or proper for TLG to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code and other applicable laws and regulations.

10. Term.

10.1 Term. Subject to Section 10.2, this Agreement will be effective on July 1, 2013, and shall continue for the same length of time as the term of the Charter School Contract, and ending on June 30, _____ (the "Term"). Notwithstanding the foregoing, in the event that the Charter School Contract is revoked, suspended, terminated, or not renewed, this Agreement shall automatically terminate as of the date thereof.

10.2 Evaluation During the Term. The Term of this Agreement shall automatically extended upon the renewal or extension of the term of the Charter School Contract ("Automatic Extension(s)"), unless (i) written notice of intent to terminate or renegotiate is given by either party not less than 90 days prior to the expiration of the Term, as the same may have been extended by one or more Automatic Extensions or (ii) this Agreement is terminated pursuant to Section 16.

11. Further Assurance. [Name of Academy] and TLG shall do and cause to be done all such acts, matters and things and shall execute and deliver all such documents and instruments as shall be required to enable the parties to perform their respective obligations under, and to give effect to the transactions contemplated by, this Agreement. Notwithstanding the foregoing, TLG shall have no obligation to agree to any changes which (a) materially increase TLG's obligations or materially reduce its rights under this Agreement, (b) materially alter any terms of the Agreement, including without limitation the economic terms, (c) would jeopardize TLG's receipt of the Management Fee, (d) would prevent TLG from meeting [Name of Academy] and TLG's educational goals.

12. Relationship of the Parties.

12.1 Status of the Parties. TLG is a for-profit corporation, and it is not a division or a part of [Name of Academy]. [Name of Academy] is a body corporate and governmental entity authorized by the Code, and is not a division or part of TLG. The relationship between [Name of Academy] and TLG is based on the terms of this Agreement. Further, each party is acting as an independent contractor and not as a partner, joint venturer, agent or employee of the other and that except as expressly set forth in this Agreement, no employee of TLG shall be deemed to be an agent or employee of [Name of Academy]. Each party will be solely responsible for its own actions and those of its agents, employees and subcontractors, and neither party will be liable for any debts or expenses incurred by the other or the other's employees, agents and subcontractors.

12.2 No Related Parties or Common Control. TLG will not have any role or relationship with [Name of Academy] that, in effect, substantially limits [Name of Academy]'s ability to exercise its rights, including termination rights, under this Agreement. [Name of Academy] and TLG will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Code, or related persons, as defined in Section 144(a)(3) of the 1986 Code.

12.3 Designation of Agents. The Board designates the employees of TLG as agents of the Academy having a legitimate educational interest such that they are authorized access to educational records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). Except as set forth in this Section or as expressly acknowledged in writing by the Board, no employee of TLG shall be deemed to be an agent of [Name of Academy].

13. Consideration for Services.

13.1 Management Fee. For the Term of this Agreement (including the Term as extended pursuant to Section 10.2), [Name of Academy] will pay TLG an annual fee equal to _____ percent (___%) of [Name of Academy]'s Gross Revenue for each School Year ("Management Fee"), payable in monthly installments. For purposes of this Agreement the term "Gross Revenue" shall mean shall mean all receipts of [Name of Academy] of whatsoever kind or nature, excluding any proceeds from borrowings undertaken by [Name of Academy]. Notwithstanding the foregoing, any administration fees with respect to grant funding for [Name of Academy] ("Grant Administration Fees") which are paid directly to TLG during the Term of this Agreement shall be deemed a credit, in the amount of the Grant Administration Fees, against the Management Fee for the year in which the Grant Administration Fees are received by TLG.

13.2 Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. TLG's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operation of the Academy.

13.3 Payment of Costs/Advances. The parties acknowledge [Name of Academy] is obligated to pay all costs and expenses associated with the operation of the Academy including but not limited to all personnel and benefits costs referenced in Section 15 ("Operational Expenses"). To the extent that TLG provides an Advance or Advances to [Name of Academy] pursuant to Section 3.13 of this Agreement for the purpose of providing working capital to cover such Operational Expenses, [Name of Academy] will reimburse TLG for such Advances as and when the finances and cash flows of [Name of Academy] will reasonably permit. TLG shall not be reimbursed for any corporate expenses or expenses not related to providing the Education Program at the Academy.

13.4 Payments to TLG. TLG will receive the monthly installment of its Management Fee in advance on or about the fifteenth (15th) day of each month (but in no event later than the date that [Name of Academy] receives payments from the State of Indiana).

14. Other Revenue Sources. [Name of Academy] and TLG may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission, and the Charter School Contract, of [Name of Academy], in the name of either TLG, [Name of Academy] or the Academy; provided, however, that (i) any solicitation of such grants by TLG in the name of [Name of Academy] and/or [Name of Academy] that are in excess of One Hundred Thousand Dollars ($100,000) shall be subject to the prior approval of the Board, (ii) all such funds received by TLG or [Name of Academy] for the benefit of [Name of Academy] from such other revenue sources shall be deemed to be [Name of Academy] funds, (iii) TLG shall not be required to administer any grants that are not specifically approved, in writing, by TLG, in advance, (iv) only to the extent specifically provided in a grant, TLG shall be entitled to receive, in addition to all any other amounts which are payable to TLG under this Agreement, a grant administration fee, and (v) both [Name of Academy] and TLG shall be required to mutually approve, in writing, any grants proposed by a third party grant writer. Nothing in this Section 14 will be construed to prohibit TLG from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes, except that TLG shall not use [Name of Academy]'s and/or [Name of Academy]'s name in such solicitation without the consent of [Name of Academy].

15. Personnel and Training.

15.1 Personnel Responsibility. Subject to the limitations of this Agreement, the Charter School Contract, the Code and other applicable laws and regulations, TLG will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement, all within the financial constraints of the Academy Budget approved by the Board.

15.2 Employment Status. Except as specified in this Agreement or as required by the Code or the Charter School Contract, the School Leader, teachers and support staff selected by TLG for the Academy pursuant to this Agreement will be employees of TLG or an affiliate of TLG which handles all TLG employment and human resources administration (the "Employees"). TLG will be responsible for conducting or causing to be conducted by its affiliate all reference, employment checks, criminal background checks and unprofessional conduct checks on all Employees and other personnel working or providing services at [Name of Academy] to the extent required under the Code and other applicable laws and regulations. Upon request, TLG will provide or cause to be provided to [Name of Academy] documentary evidence of such background checks.

15.3 Employee Benefits. [Name of Academy] hereby acknowledges and agrees with the package of employee benefits that will be provided to the Employees by its affiliate ("Benefits Package") pursuant to this Agreement and that any material modifications or changes to the Benefits Package shall be implemented only upon the agreement of its affiliate and TLG, with the approval of Lessee through the budgeting processes provided in this Agreement.

15.4 School Leader. [Name of Academy] and TLG acknowledge and agree that the accountability of TLG to [Name of Academy] and the Academy is an essential foundation of this Agreement, and because the responsibility of the administrator of [Name of Academy] (the "School Leader") is critical to the success of [Name of Academy], TLG will have the authority, consistent with the Code and other applicable laws and regulations, to select and supervise the School Leader and hold the School Leader accountable for the success of [Name of Academy]. The employment contract with the School Leader, and the duties and compensation of the School Leader shall be determined by TLG. The School Leader and TLG, in turn, will have similar authority to select and hold accountable the teachers in [Name of Academy]. Notwithstanding anything in this Section, TLG agrees to consult with the Board prior to hiring the School Leader and will consult with the Board prior to taking any action that would alter the employment status of the School Leader. At the request of the Board, TLG will review the performance of the School Leader with the Board. Upon receipt of written notification indicating that the Board is not satisfied with the performance of the School Leader, TLG will provide a replacement School Leader if the performance problems are not resolved within a reasonable time. If the School Leader's termination is solely at the Board's request, the Board shall reimburse TLG for any reasonable costs associated with the termination of the School Leader.

15.5 Teachers. TLG will provide [Name of Academy] with such teachers as are required to provide the Educational Services and Administrative Services. TLG and the School Leader will determine the number and assignments of such teachers. Such teachers may work at [Name of Academy] on a full or part time basis. Each teacher assigned to [Name of Academy] will be qualified in his or her grade levels and subjects, hold a valid teaching

certificate issued by the Indiana Department of Education under the Code, to the extent required under the Code and other applicable laws and regulations. Upon written request, TLG will provide [Name of Academy] with documentary evidence of TLG's compliance with this Section 15.5.

15.6 Support Staff. TLG will provide [Name of Academy] with such support staff as is required to provide the Educational Services, Administrative Services and any associated Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff and administrative assistants to the School Leader, bookkeepers and maintenance personnel. Such support staff may work at [Name of Academy] on a full or part time basis.

15.7 Training. TLG will provide training (i) in the instructional methods and curriculum, which comprise the Educational Program, and (ii) with regard to support technology to the teachers and other instructional personnel on a regular and continuous basis, as stated in the Charter School Contract and consistent with TLG's past practices. Non-instructional personnel will receive such training as TLG determines to be reasonable and necessary under the circumstances.

15.8 Academy Employees. The Board may employ such employees as it deems necessary. The cost to employ Academy employees shall be paid by the Board.

15.9 Educational Consultants. The Board may retain an educational consultant or consultants to review the operations of the Academy and the performance of TLG under this Agreement. TLG shall cooperate with the educational consultant or consultants and will provide those individuals with prompt access to records, facilities and information as if such requests came from the full Board. TLG shall have no authority to select, evaluate, assign, supervise or control any educational consultant employed by the Board, and agrees that it will not bring or threaten to bring any legal action against any educational consultant for the performance of the functions requested to be performed by the Board and which are consistent with this Agreement. The cost to employ an educational consultant shall be paid by the Board.

16. Termination of Agreement.

16.1 By TLG. TLG may terminate this Agreement with cause prior to the end of the Term specified in Section 10 in the event that [Name of Academy] fails to remedy a material breach of this Agreement within sixty (60) days after written notice from TLG. A material breach includes, but is not limited to (i) [Name of Academy]'s failure to pay any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by [Name of Academy] of an Educational Program for the Academy in substantial variance from the material recommendations of TLG, (iii) [Name of Academy]'s failure to approve a Academy Budget, which is (a) fully compliant with the requirements of Section 3.7.1 and (b) substantially consistent with the recommendation of TLG, or (iv) an act or omission that causes TLG to be unable to perform its material obligations under this Agreement. In order to terminate this Agreement for cause, TLG is required to provide the Board with written notification of the facts it considers to constitute material breach. After the period set forth in this section to remedy the material breach has expired, TLG may terminate this Agreement by providing the Board with written notification of termination. Termination by TLG will not relieve [Name of Academy] of any obligations for payments outstanding to TLG as of the date of termination or liability for financial damages suffered by TLG as a consequence of [Name of Academy]'s breach (or of TLG's termination as a result thereof) of this Agreement.

16.2 By [Name of Academy]. [Name of Academy] may terminate this Agreement with cause prior to the end of the Term specified in Section 10 in the event that TLG fails to remedy a material breach of this Agreement within sixty (60) days after written notice from [Name of Academy]. A material breach by TLG includes, but is not limited to: (i) a material failure to reasonably account for its expenditures related to [Name of Academy] funds or for other expenses incurred with respect to [Name of Academy] at TLG's direction, (ii) TLG's failure to substantially follow the material policies, procedures, rules, regulations or curriculum required by the Charter School Contract, this Agreement, the Code and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Charter School Contract such that the Charter School Contract will be terminated, (iv) the employment of teachers in violation of the Code or this Agreement, (v) any act or omission of gross negligence by TLG that causes [Name of Academy] to materially breach the Charter School Contract or any of [Name of Academy]'s other material contractual obligations in anyway, or (vi) filing of bankruptcy by TLG. In order to terminate this Agreement for cause, the Board is required to provide TLG with written notification of the facts it considers to constitute material breach and the period of time within which TLG has to remedy this breach, not to exceed 60 days. After the period to remedy the material breach has expired, the Board may terminate this Agreement by providing TLG with written notification of termination. Termination by [Name of Academy] will not relieve [Name of Academy] of any obligations for payments outstanding to TLG as of the date of the termination, nor will it relieve TLG for liability for financial damages suffered by [Name of Academy] as a consequence of TLG's breach (or of [Name of Academy]'s termination as a result thereof) of this Agreement.

16.3 Automatic Termination**.** This Agreement shall automatically terminate in the event of the following:

16.3.1. The Academy no longer possesses a Contract to operate a public school academy, including but not limited to a termination or revocation of the Contract or a failure to renew an existing Contract, with no cost or penalty to the Academy, and no recourse to the Authorizer or any third party affiliated with or engaged by the Authorizer, by TLG or any subcontracted person or entity of the TLG, in the event the

Authorizer determines to exercise its prerogative under this Contract to reconstitute the Academy by requiring the termination or amendment of the ESP Agreement.

16.3.2. In the event that TLG or any of its Shareholders, and/or Board of Directors shall be guilty of felony or fraud, gross dishonesty, or other act of gross misconduct in the rendering of services under the Agreement;

16.3.3. If TLG shall cease to be approved by the Authorizer to render services under this Agreement.

16.3.4. Further, this Agreement may be terminated by either party immediately in the event the other party is declared bankrupt or insolvent, or makes an assignment for the benefit of its creditors, or if a receiver is appointed or any proceedings are commenced, voluntary or involuntary, by or against such party under bankruptcy or similar law and such status is not cured within sixty (60) days from its occurrence.

16.4 Termination Without Cause. If TLG and the Board are unable to agree on educational programs, curriculum or other educational policies that affect the Academy in a significant way, either party may elect to terminate the Agreement at the end of a school year, provided that the terminating party gives the other party written notification of termination at least ninety (90) calendar days prior to the termination date and provides the other party with an opportunity within that period to negotiate an agreement on the educational policies at issue.

16.5 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion (a "Change in Law"), other than a Change in Law dealing generally with the funding of charter schools, has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third party arbitrator for alternative dispute resolution pursuant to Section 21. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a School Year, whichever is earlier.

16.6 Real and Personal Property. Upon termination or expiration of this Agreement by either party for any reason, any real or personal property leased by TLG, or any affiliate thereof, to [Name of Academy] or the Academy will remain the real and personal property of TLG, and all personal property purchased by TLG with the funds provided to TLG by [Name of Academy] will be the personal property of [Name of Academy].

16.7 Advances/Out-of-Pocket Expenses. Upon termination or expiration of this Agreement for any reason, [Name of Academy] shall (i) reimburse TLG for all expenses owed pursuant to Section 13.3, (ii) repay all Advances from TLG and (iii) post a letter of credit or bond in favor of TLG guaranteeing (A) any future payments due under any equipment or facilities lease from, or guaranteed, cosigned, or collateralized by TLG or an affiliate thereof and (B) [Name of Academy]'s performance of any other obligations guaranteed, cosigned, or collateralized in whole or part by TLG or an affiliate thereof.

16.8 Termination of Licenses. Upon termination or expiration of this Agreement by either party for any reason, any licenses to use (express or implied) the TLG's curriculum and Education Program shall automatically terminate, and [Name of Academy] shall immediately cease any use of thereof.

16.9 Return of Materials. Within five business days of any termination or expiration of this Management Agreement by either party for any reason, [Name of Academy] shall (i) assemble in a safe place (a) all materials relating to TLG's curriculum and Education Program of any kind or character, whether in hard copy or electronic format or otherwise, and any copies thereof and (b) all operational, systems and other administrative manuals and material, and copies thereof, and (ii) certify in writing to TLG that [Name of Academy] and the Academy has ceased to use the TLG's curriculum and Education Program materials and all such administrative manuals and materials. At TLG's direction, [Name of Academy] will promptly send at its expense all such materials to TLG or permit representatives of TLG to pick up all such materials at the School.

16.10 Acknowledgement of Damages. In the case of a wrongful termination of by [Name of Academy] of this Agreement, TLG will suffer substantial damages since the Management Fees cover TLG's corporate overhead and profit element, and the wrongful termination may not result in a substantial reduction in TLG's overhead.

16.11 Role of TLG on Termination. Upon termination of this Agreement, for any reason, TLG shall, without charge (i) close the books on the then-current fiscal quarter; (ii) organize and prepare the Academy's records for transition to the new educational management company; (iii) organize and prepare student records for transition to the new educational management company; and (iv) provide for the orderly transition of employee compensation and benefits to the new educational management company without disruption to staffing.

16.12 Transition. In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, TLG shall provide the Academy reasonable assistance for up to 90 days after the effective date of the termination to allow a transition back to a regular school program or to another education service provider.

17. Proprietary Information and Ownership. Notwithstanding anything contained herein to the contrary, third party curriculum or other educational materials purchased by TLG with funds TLG receives pursuant to this Agreement will be the property of [Name of Academy]. Notwithstanding the foregoing, [Name of Academy] acknowledges that TLG owns the intellectual property rights and interests in TLG's curriculum and Education Program being licensed and/or utilized at [Name of Academy] during the Term of this Agreement. [Name of Academy] acknowledges and agrees that it has no intellectual or property interest or claims in TLG's curriculum and Education Program and has no right to use TLG's curriculum and Education Program unless expressly agreed to in writing by TLG. The Academy shall be permitted to report any new teaching techniques or methods of significant revisions to known teaching techniques or methods to the Authorizer and to the State Board of Education, which teaching techniques or methods may thereafter be made available to the public, as provided in Sections 505(3) and 515(3) of the Code, notwithstanding anything contained in this Article to the contrary.

18. Indemnification.

18.1 Indemnification of TLG. To the extent permitted by law, [Name of Academy] will indemnify, defend and save and hold TLG and its affiliates and all of their respective employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys fees and costs) that may arise out of, or by reason of, any noncompliance by [Name of Academy] with any agreements, covenants, warranties or undertakings of [Name of Academy] contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations

and warranties of [Name of Academy] contained in or made pursuant to this Agreement. In addition, [Name of Academy] will reimburse TLG for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 18.1 may be met by the purchase of insurance pursuant to Section 19.

18.2 Indemnification of [Name of Academy]. TLG will indemnify, defend and save and hold [Name of Academy] and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys fees and costs) that may arise out of, or by reason of, any noncompliance by TLG with any agreements, covenants, warranties or undertakings of TLG contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the TLG contained in or made pursuant to this Agreement. In addition, TLG will reimburse [Name of Academy] for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 18.2 may be met by the purchase of insurance pursuant to Section 19.

18.3 Indemnification for Negligence. To the extent permitted by law, the Academy shall indemnify and hold harmless TLG and its Owner, Board of Directors, partners, officers, employees, agents and representatives, from any and all claims and liabilities which TLG may incur and which arise out of the negligence of the Academy's directors, officers, employees, agents or representatives. TLG shall indemnify and hold harmless the Academy, and the Academy's Board of Directors, officers, employees, agents or representatives, from any and all claims and liabilities which the Academy may incur and which arise out of the negligence of TLG's directors, officers, employees, agents or representatives.

18.4 Indemnification of the Authorizer. In consideration for the grant of the Contract to the Academy, which is of material value to TLG, the parties hereby promise to indemnify and hold harmless the Authorizer, its Board of Trustees and its members, officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the Authorizer, which arise out of or are in any manner connected with the Authorizer Board's approval of the Application, the Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance by the Authorizer and its Board of Trustee members, officers, employees, agents or representatives upon information supplied by the Academy or TLG, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by the Authorizer Board. TLG expressly acknowledges and agrees that the Authorizer and its Board of Trustee members, officers, employees, agents or representatives may commence legal action against TLG to enforce its rights as set forth in this Agreement.

19. Insurance.

19.1 Insurance Coverage. [Name of Academy] will maintain general liability insurance and umbrella insurance coverage in the amounts required (i) by the Charter School Contract or (ii) by sound business practices. Such policies shall name TLG and its affiliates and their respective directors, officers, employees, subcontractors, and agents as additional insureds under such policies. [Name of Academy] will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance.

19.2 Property and Casualty Insurance. Each party will maintain property and casualty insurance covering all real and personal property owned by that party and which are used or useful in the operations of [Name of Academy]. The amount of such coverage shall be sufficient to fully comply with sound business practices.

19.3 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering their respective employees, including the maintenance of such insurance with respect to the School Leader, teachers and support staff of [Name of Academy], the cost of which shall be provided for in the Academy Budget.

19.4 Coordination and Cooperation. To the extent requested by [Name of Academy], TLG shall undertake to coordinate the acquisition and maintenance of the insurance requirements of [Name of Academy] under this Agreement and the parties will cooperate with each other to assure the complete, efficient and economical provision of the required insurance coverage. In addition, each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Section 19. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

20. Warranties and Representations.

20.1 Representations and Warranties of TLG. TLG hereby represents and warrants to [Name of Academy]:

20.1.1 TLG is a duly organized limited liability company in good standing and is authorized to conduct business in the State of Indiana.

20.1.2 To the best of its knowledge, TLG has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.

20.1.3 TLG's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

20.2 Representations and Warranties of [Name of Academy]. [Name of Academy] hereby represents and warrants to TLG:

20.2.1 [Name of Academy] is a duly organized non-profit corporation in good standing and is authorized to conduct business in the State of Indiana.

20.2.2 The Charter School Contract (i) authorizes [Name of Academy] to operate the Academy and receive revenues under the Code from the State of Indiana and from federal, State and other resources; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests [Name of Academy] with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.

20.2.3 [Name of Academy] has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs and all other services under this Agreement and execute, deliver and perform this Agreement, and to

incur the obligations provided for under this Agreement, provided that no provision of such a contract shall be effective if it would prohibit the Board from acting as an independent, self-governing public body, allow public decisions to be made other than in compliance with the Open Meetings Act, or interfere with the Board's constitutional duty to exercise its statutory, contractual and fiduciary obligations governing the operation of [Name of Academy]. [Name of Academy] is therefore vested with all powers within applicable law for implementing the Educational Program contemplated in this Agreement.

20.2.4 [Name of Academy]'s actions and those of the Board have been duly and validly authorized.

20.2.5 To the best of its knowledge, [Name of Academy] is not in breach of the terms of the Charter School Contract and will use its best efforts to insure that it will not breach the Charter School Contract in the future.

20.2.6 To the best of its knowledge, [Name of Academy] is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to [Name of Academy]'s required performance under this Agreement.

20.2.7 The Educational Program has been reviewed and approved by resolution by the Board.

20.2.8 [Name of Academy] and the Board will use its best efforts to insure that the Educational Program complies with and will continue to comply with the Charter School Contract, the Code and other applicable laws and regulations.

20.2.9 [Name of Academy] has no intellectual or property rights or claims in TLG's curriculum and Education Program and will make no such claims in the future.

20.3 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

21. Alternative Dispute Resolution Procedures.

21.1 Dispute Resolution. All claims, disputes, and other matters in controversy ("Disputes") between the parties hereto arising directly or indirectly out of or related to this Agreement, or the breach thereof, whether contractual or non-contractual, and whether during the Term or after the termination of this Agreement shall be resolved exclusively according to the procedures set forth in this Section 21.

21.2 Arbitration. All disputes between the parties, concerning any alleged breach of this Agreement, or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration, and such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association. The arbitration shall be conducted in accordance with the rules of the

American Arbitration Association, with such variations as the parties and the arbitrator unanimously accept. Any arbitration hearing shall be conducted in _____, Indiana. The arbitrator shall be required to issue a cause opinion with a written explanation as to the final decision. This cause opinion shall be made available to the Authorizer upon request. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction to ensure compliance with the applicable law and this Agreement. The cost of arbitration, not including attorney fees, shall be paid by the losing party. It shall be in the discretion of the arbitration panel to award reasonable attorney fees to the prevailing party, to be paid if awarded by the losing party.

21.3 Costs and Attorneys' Fees. If a party hereto fails to proceed with mediation or arbitration as provided herein or unsuccessfully seeks to stay such mediation or arbitration, or fails to comply with any arbitration award, or is unsuccessful in vacating or modifying the award pursuant to a petition or application for judicial review, the other party shall be entitled to be awarded costs, including reasonable attorneys' fees, paid or incurred by such other party in successfully compelling such arbitration or defending against the attempt to stay, vacate or modify such arbitration award and/or successfully defending or enforcing the award.

21.4 Tolling of Statute of Limitations. All applicable statutes of limitation and defenses based upon the passage of time shall be tolled while the procedures specified in this Section 21 are pending. The parties will take such action, if any, required to effectuate such tolling.

22. Miscellaneous.

22.1 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between [Name of Academy] and TLG regarding the Academy.

22.2 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.

22.3 Governing Law. The laws of the State of Indiana will govern this Agreement, its construction and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.

22.4 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties regarding the Academy.

22.5 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

22.6 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail (postage prepaid and return receipt requested), (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during

normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

To [Name of Academy]:	To TLG:
[Name of Academy]	The Leona Group, L.L.C.
_____	2125 University Park Dr.
_____	Okemos, Michigan 48864
Attention: Board President	Attention: William Coats, CEO
Tel: _____	Tel: 517-333-9030
Fax: _____	Fax: 517-333-4559

With a copy to:	With a copy to:
_____ _	The Leona Group, L.L.C.
_____	2125 University Park Drive
_____	Okemos, Michigan 48864
Attention: _____, Esq.	Attention: Michael R. Atkins
Tel:_____	Tel: (517) 333-9030
Fax: _____	Fax: (517) 333-4559

22.7 Assignment. This Agreement will not be assigned by TLG without the prior consent in writing of [Name of Academy] or by [Name of Academy] without the prior consent in writing of TLG, provided that TLG may assign this Agreement to an affiliated entity or an entity that is a successor to all or a substantial portion of TLG's business and may delegate the performance of, but not responsibility for, any duties and obligations of TLG hereunder to any independent contractors, experts or professional advisors, subject to [Name of Academy] approval, which approval can not be unreasonably withheld.

22.8 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by authorized officers of both [Name of Academy] and of TLG.

22.9 Waiver. No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

22.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been co-maintained in this Agreement. To the extent that any of the services to be provided by TLG are found to be an invalid delegation of authority by [Name of Academy], such services will be construed to be limited to the extent necessary to make the services valid and binding.

22.11 Successors and Assigns. Except as limited by Section 22.7, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

22.12 No Third Party Rights. This Agreement is made for the sole benefit of [Name of Academy] and TLG, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

22.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

22.14 Binding Effect; Counterparts. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

[Name of Academy]	The Leona Group, L.L.C.
By: _____	By: _____
Its _____	Its _____

ATTACHMENT 2

Head of School/Principal Candidate Resume

Shelley M. Fisher, Ph.D.

1700 Taft Street
Gary, Indiana 46404
(219) 949-8036
Email: shelfis@sbcglobal.net

SUMMARY

Demonstrated ability as a teacher, trainer, and principal. Knowledgeable of various change paradigms and the need for continuous adult learning. Trained staffs in change initiatives throughout central and southern Indiana. Aware of and demonstrates use of Best Practices—cooperative learning, SBRR, process writing, Socratic method, Enrichment Model and techniques promoted by National Council of Teachers of Mathematics.

RELATED EXPERIENCE

Curriculum Innovation

- Leads staff in creating curricular maps to align teaching strategies to standards.
  - Collaboratively creates unit plans for school year that align with District and State standards.
  - Involves staff in ongoing monitoring of curriculum and teaching modalities.
- Integrates multidisciplinary teaching.
- Orchestrates planning and executing curriculum with grouping of students across age, grade, and ability levels.
- Provides a rich literary environment where children can explore and learn.
  - Disaggregates test scores and implements plans for intervention.

Communication

- Involves parents in workshops (Early Literacy/Channel 50; Teaching at Home)
- Keeps parents abreast of information using parent-teacher meetings and newsletters.
- Engages in community partnerships—One Church One School, Wal-Mart, Channel 50 and neighborhood businesses.
- Principal of former visitation site for Success for All Reading initiative; interacted with school personnel in Northwest Indiana and Illinois.
- Developed good working relationship with the media to ensure school coverage.

Staff Development / Training

- Conducted workshops I.U. Northwest (UTEP) *Self-Efficacy* and *Autonomous Learning.*
- Conducted workshops on change (*RE-Learning*, Dr. Ted Sizer) in central and southern Indiana acting as consultant visiting sites throughout school year (4 years).
  - Created a course of study for Merrillville, IN Adult Education Program based upon contents of my self published book on career management.
  - Conducted workshops for staff on Questioning Techniques, Skills Alignment, Process Writing and Planning / Writing Effective Lesson Plans, and Socratic Seminars.
  - Conducted workshops on the use of WORD and EXCEL (Gifted Program).
  - Conducted writing workshops at AFT conference (*Natural Writing*).

- Provides a collaborative participatory climate for sharing and coaching (component meetings, grade level meetings, release -time).

- Organizes and conducts seminars for the private sector.
- Trained with NUA to teach staff how to teach thinking skills (Reuven Feuerstein)

Administrative

- Organizes and creates scheduling of classes.
- Oversees the general school and Title I budgets for materials, programs, payroll.
- Collaboratively works with staff in creating handbooks on discipline and units of study.
- Improved the teaching of reading and mathematics by instituting reform models.
- Monitors and supervises teachers, secretarial staff, food service and custodians.
- Mentors and evaluates staff.
- Proactively communicates with parents and community agencies.
- Collaboratively identifies strengths and weaknesses of staff and prepares a program for improvement or sharing successes with other staff.
- Uses principal created instrument quarterly to assess students' skills.

ACCOMPLISHMENTS

- Led school in program improvement and attained improved test scores.
- Wrote and received grants from the Indiana Department of Education.
- Has the ability to connect with staff, students and parents to move the curriculum forward for school improvement. Has the skill to create curriculum, and magnet schools.
- Never had an audit exception during my tenure as principal.
- Commended by Success For All Foundation along with two other schools in Indiana for raising reading test scores by 18 NCEs. Invited by the Success For All Foundation to submit a proposal to ASCD to present school's successes at ASCD conference March 2003. Was one of two elementary schools in Gary to receive NCLB PL221 designation Academic Progress (2005).
- 2007 Awarded grant from Lowe's & National Geographic to build a nature trail and greenhouse on school premises to enhance learning and establish a mini-economy.

EDUCATION

2008-2009: Purdue University Calumet, All Schools Administrative Endorsement (Rules 2002)
2000-2005: Regent University, Virginia Beach Virginia; Ph.D. Organizational Leadership
Dissertation - *Autonomous Learning and the Leadership Construct of Challenging the Process*
1988-1990: Purdue University Calumet, Hammond, IN
Certification in Elementary Administration and Supervision
1987: Roosevelt University, Chicago, IL (School Finance)
1969-1964: Purdue Calumet, Indiana State (Terre Haute, IN) Indiana University, Bloomington, IN (Master of Science Elementary Education)
1960-1964: Indiana University, Bloomington, IN (B.S. Elementary Education)

EMPLOYMENT HISTORY

2012-2015: Adjunct professor, Indiana Wesleyan University, Merrillville, IN
Fisher Solutions, LLC independent contractor and investor for Fidelity Homes
1992-July, 2009: Gary Community School Corporation, 620 East 10th Place, Gary, IN 46402
Administrator: Assistant Principal – Jefferson, Brunswick, Webster, (Middle Schools: Kennedy-King, Tolleston); Curriculum Writer; Principal of Melton, Washington and Ernie Pyle Elementary Schools.
1994: During teaching assignment was a Consultant in Re-Learning Indiana
(1964-1992) Teacher grades four and five self-contained

AFFILIATIONS: Institutional Review Board, Methodist Hospital, Southlake, Merrillville, IN
Volunteer Chaplain at Methodist Hospital, Association of Supervision of Curriculum Development,

Drexel Foundation Board of Directors for Thea Bowman Leadership Academy, International Reading Association, Interfaith Clergy Council of Gary and Vicinity, Associate Minister First Baptist Church

References Available Upon Request

The Leona Group, L.L.C.

Job Description

Job Title: School Leader

Department: School

FLSA Status: Exempt

Revised: January 10, 2007

SUMMARY

Provide on-site educational leadership and managerial expertise necessary to accomplish the specified educational goals and to assure the overall success of the academic program.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Ensure that all aspects of operations comply with state laws and regulations, as well as with academy contracts and policies.
- Coordinate development of, and maintain, any written educational plan required by law and consistent with the educational goals adopted by the board.
- Ensure proper implementation of the school-wide instructional plan and adherence to state and federal Adequate Yearly Progress(AYP) requirements.
- Strive to increase the efficient use of resources in the daily operations of the school.
- Articulate to the entire staff, board, student body, parents and community, the vision, mission and strategies that help achieve the defined educational goals and objectives.
- Continually monitor/supervise the progress of the staff and coordinate professional development opportunities on a regular basis.
- Assign staff to achieve the maximum benefit toward attainment of educational goals.
- Evaluate the progress of the professional and support staff toward the attainment of educational goals.
- Recommend changes in instructional or staffing patterns based on the analysis of staff and program progress.
- Establish and maintain a positive working relationship with the staff, student body, parents and community.
- Remain abreast of local, state and national issues/mandates that may affect the Academy.
- Maintain effective communication with supervisor and other company personnel in fulfilling managerial oversight responsibilities. Seek counsel and direction as needed to perform at a high level.

REQUIRED QUALIFICATIONS

- High level of ability to communicate, by action, demeanor, and relationships with others, the school's mission and vision; ability to persuade key audiences; able to engage staff to deliver the same core messages and to motivate them to do the same.
- A master's degree or higher in administration, curriculum/instruction or an academic area desired, providing expertise in curriculum development, leadership, and program oversight. Bachelor's degree required.
- 3-5 years administrative or supervisory experience, demonstrating a high level of skill in supervising a staff, effectively training, delegating and coaching for high performance.
- A high level of initiative and the ability to manage short- and long-term projects and initiatives; able to use technology and other tools effectively to utilize information, communicate, and manage projects. Adequate understanding of school finances preferred, to effectively manage the academy budget in conjunction with other departments and with the academy board.
- Evidence of successful experience in employee/parent relations. Excellent ability to: reach out to diverse elements of the school, local, and Leona community; form and sustain positive relationships; and promote the school to prospective parents and community partners.
- Ability to create and nurture an effective academy leadership team, encompassing administration, curriculum, support services, and all other key areas.
- Excellent analytical skills; able to absorb, synthesize and respond to data from multiple diverse sources; able to implement sound data analysis practices throughout the school for the purpose of continuous improvement.
- State teacher certification desired, along with successful teaching experience; or other equivalent experience providing the skills and knowledge necessary for school leadership.

ATTACHMENT 3

School Administrators' Resume

Shelley M. Fisher, Ph.D.

1700 Taft Street
Gary, Indiana 46404
(219) 949-8036
Email: shelfis@sbcglobal.net

SUMMARY

Demonstrated ability as a teacher, trainer, and principal. Knowledgeable of various change paradigms and the need for continuous adult learning. Trained staffs in change initiatives throughout central and southern Indiana. Aware of and demonstrates use of Best Practices—cooperative learning, SBRR, process writing, Socratic method, Enrichment Model and techniques promoted by National Council of Teachers of Mathematics.

RELATED EXPERIENCE

Curriculum Innovation

- Leads staff in creating curricular maps to align teaching strategies to standards.
  - Collaboratively creates unit plans for school year that align with District and State standards.
  - Involves staff in ongoing monitoring of curriculum and teaching modalities.
- Integrates multidisciplinary teaching.
- Orchestrates planning and executing curriculum with grouping of students across age, grade, and ability levels.
- Provides a rich literary environment where children can explore and learn.
  - Disaggregates test scores and implements plans for intervention.

Communication

- Involves parents in workshops (Early Literacy/Channel 50; Teaching at Home)
- Keeps parents abreast of information using parent-teacher meetings and newsletters.
- Engages in community partnerships—One Church One School, Wal-Mart, Channel 50 and neighborhood businesses.
- Principal of former visitation site for Success for All Reading initiative; interacted with school personnel in Northwest Indiana and Illinois.
- Developed good working relationship with the media to ensure school coverage.

Staff Development / Training

- Conducted workshops I.U. Northwest (UTEP) *Self-Efficacy* and *Autonomous Learning.*
- Conducted workshops on change (*RE-Learning*, Dr. Ted Sizer) in central and southern Indiana acting as consultant visiting sites throughout school year (4 years).
  - Created a course of study for Merrillville, IN Adult Education Program based upon contents of my self published book on career management.
  - Conducted workshops for staff on Questioning Techniques, Skills Alignment, Process Writing and Planning / Writing Effective Lesson Plans, and Socratic Seminars.
  - Conducted workshops on the use of WORD and EXCEL (Gifted Program).
  - Conducted writing workshops at AFT conference (*Natural Writing*).

- Provides a collaborative participatory climate for sharing and coaching (component meetings, grade level meetings, release -time).
  - Organizes and conducts seminars for the private sector.

- Trained with NUA to teach staff how to teach thinking skills (Reuven Feuerstein)

Administrative

- Organizes and creates scheduling of classes.
- Oversees the general school and Title I budgets for materials, programs, payroll.
- Collaboratively works with staff in creating handbooks on discipline and units of study.
- Improved the teaching of reading and mathematics by instituting reform models.
- Monitors and supervises teachers, secretarial staff, food service and custodians.
- Mentors and evaluates staff.
- Proactively communicates with parents and community agencies.
- Collaboratively identifies strengths and weaknesses of staff and prepares a program for improvement or sharing successes with other staff.
- Uses principal created instrument quarterly to assess students' skills.

ACCOMPLISHMENTS

- Led school in program improvement and attained improved test scores.
- Wrote and received grants from the Indiana Department of Education.
- Has the ability to connect with staff, students and parents to move the curriculum forward for school improvement. Has the skill to create curriculum, and magnet schools.
- Never had an audit exception during my tenure as principal.
- Commended by Success For All Foundation along with two other schools in Indiana for raising reading test scores by 18 NCEs. Invited by the Success For All Foundation to submit a proposal to ASCD to present school's successes at ASCD conference March 2003. Was one of two elementary schools in Gary to receive NCLB PL221 designation Academic Progress (2005).
- 2007 Awarded grant from Lowe's & National Geographic to build a nature trail and greenhouse on school premises to enhance learning and establish a mini-economy.

EDUCATION

2008-2009: Purdue University Calumet, All Schools Administrative Endorsement (Rules 2002)
2000-2005: Regent University, Virginia Beach Virginia; Ph.D. Organizational Leadership
Dissertation - *Autonomous Learning and the Leadership Construct of Challenging the Process*
1988-1990: Purdue University Calumet, Hammond, IN
Certification in Elementary Administration and Supervision
1987: Roosevelt University, Chicago, IL (School Finance)
1969-1964: Purdue Calumet, Indiana State (Terre Haute, IN) Indiana University, Bloomington, IN (Master of Science Elementary Education)
1960-1964: Indiana University, Bloomington, IN (B.S. Elementary Education)

EMPLOYMENT HISTORY

2012-2015: Adjunct professor, Indiana Wesleyan University, Merrillville, IN
Fisher Solutions, LLC independent contractor and investor for Fidelity Homes
1992-July, 2009: Gary Community School Corporation, 620 East 10th Place, Gary, IN 46402
Administrator: Assistant Principal – Jefferson, Brunswick, Webster, (Middle Schools: Kennedy-King, Tolleston); Curriculum Writer; Principal of Melton, Washington and Ernie Pyle Elementary Schools.
1994: During teaching assignment was a Consultant in Re-Learning Indiana
(1964-1992) Teacher grades four and five self-contained

AFFILIATIONS: Institutional Review Board, Methodist Hospital, Southlake, Merrillville, IN
Volunteer Chaplain at Methodist Hospital, Association of Supervision of Curriculum Development,

Drexel Foundation Board of Directors for Thea Bowman Leadership Academy, International Reading Association, Interfaith Clergy Council of Gary and Vicinity, Associate Minister First Baptist Church

References Available Upon Request

Linda Romo M.Ed

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

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

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

- Prime Time Istep Instructional Aide
- Title 1 Reading Aide

2005 - 2009 Laurel Preparatory Academy, Principal / Teacher

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

1998 - 2005 Laurel Preparatory Academy
Classroom teacher for Preschool, Grade 1, Grade 3,
Grades 2 & 3 combined, Grades 3 & 4 combined

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

1993 - 1998 Diocese of Gary (Holy Trinity & Sister Thea Bowman)
Classroom teacher for Grades 3, 5, & 7

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

ATTACHMENT 4

Governance Documents

Letter of Determination 501(c)(3)

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

DEPARTMENT OF THE TREASURY

Date: AUG 14 2014

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

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

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

Dear Applicant:

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

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

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

Sincerely,

Tamera Ripperda

Director, Exempt Organizations

Letter 947

HERITAGE INSTITUTE OF ARTS AND

ADDENDUM

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

INFORMATION FOR CHARTER SCHOOLS

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

Letter 947

CERTIFICATE OF INCORPORATION

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION

of

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, INC.

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

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 5Ol(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code'), and the Treasury Regulations promulgated there under (the "Regulations"), and as may qualify contributions to it for deductions under Section 170(c)(2), Section 2055(a)(2) and Section 2522 of the Code and the Regulations promulgated thereunder:

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

(i) To enter into one or more charters for the establishment of a "charter school" or charter schools in accordance with the provisions of Indiana Code 20-5.5- 1-1, et seq., as amended from time to time;

(ii) To serve the unique needs of students and their families for both support and attainment of a high quality education, through the Arts the use of Technology.

(iii) To serve the different learning styles and

needs of public school students;

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

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

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

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

Distribution of assets on dissolution or final liquidation

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

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

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

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

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

HERITAGE INSTITUTE OF ARTS AND

ADDENDUM

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

INFORMATION FOR CHARTER SCHOOLS

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

Letter 947

ARTICLE V

Board of Directors

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

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

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

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

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

Provisions for Regulation and Conduct
of the Affairs of Corporations

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

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

Code.

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

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

ARTICLE I
Name

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

ARTICLE II
Board of Directors

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

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

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

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

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

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

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

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

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

(a) When received;

(b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;

(c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or

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

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

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

Section 9.
Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the President, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.
A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:
(a) Violations of applicable law, including *(but not limited to):*
(i) Violations of the Indiana Charter School Law; and
(ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws *(the "Code")*.
(b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
(c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
(d) Inadequate attendance at meetings of the Board of Directors, defined as absence from three (3) consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

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

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

ARTICLE III
Officers

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

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

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

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

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

Section 5.
Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

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

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

ARTICLE IV
Committees

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

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

ARTICLE V
Conflicts of Interest

Section 1.
General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

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

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

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

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

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

Section 2.
Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any

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

ARTICLE VI
Indemnification

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

Section 2.
Definitions.
(a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof *(whether brought by or on behalf of the Corporation, any other corporation, or otherwise)*, whether formal or informal, in which a person *(or his or her heirs or personal representatives)* may become involved, as a party or otherwise:

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

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

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

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

Section 4.

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

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

Section 6.
Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation *(by action of the Board of Directors, whether or not a disinterested quorum exists)* prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

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

ARTICLE VII
Contracts, Checks, Loans, Deposits and Gifts

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

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

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

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

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

ARTICLE VIII
Amendments

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

Article X
Miscellaneous

Section 10.1
Other Staff and Programs. The Board of Directors or any officer or committee with Board-delegated authority may design, establish and carry out various programs consistent with the Corporation's charitable and educational purposes. Toward those ends, and to the extent the Corporation's officers and regular staff employees are insufficient in number, skill, or experience, the Board of Directors may authorize the Corporation to contract with third parties, as either employees or independent contractors, to help carry out the Corporation's programs.

Article XII
Amendments to By-Laws

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

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

Dr. Darlene Henderson

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

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

ATTACHMENT 5

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.

☑ 11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.	
Signature from Authorized Representative of the Charter School Applicant	
I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.	
PRINT NAME & TITLE Dr. Darlene Henderson **SIGN NAME** Dr. Darlene Henderson	**DATE** August 3, 2015

ATTACHMENT 6
Board Member Documents

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

   Heritage Institute of Arts and Technology

2. Your full name: Dr. Darlene Adamson Henderson

3. Brief educational and employment history. (No narrative response is required if resume is attached.)
   ☒ Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

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

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

Disclosures

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

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

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

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

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☑ N/A. ☐ I / we have no such interest. ☐ Yes

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

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

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☑ None. ☐ Yes

---

Certification

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

Dr. Darlene Adamson Henderson
Signature

Feb. 2, 2015
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

   Heritage Institute of Arts and Technology

2. Your full name: Dr. Jill 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, bring a vast amount of board related experience.

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

Disclosures

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

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

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

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

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
[x] N/A. [ ] I / we have no such interest. [ ] Yes

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

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

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. [x] None. [ ] Yes

---

Certification

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

Dr. Jill Karn, JD
Signature

Feb. 26, 2015
Date

r.

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

   Heritage Institute of Arts and Technology

2. Your full name:

   Thomas R. Rowland

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

   ☑ Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   30 years as a business man, CPA, Internal, Auditor, External Auditor,Controller and now Business Consultant with many, start-up businesses,most important successful organizations.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

   ☐ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. ☑ Yes I met Dr. Henderson via our Involvement in Leadership Northwest Indiana (LNI) in Sept. 2011. I don't know any of the other board members.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

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

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

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

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☑ N/A. ☐ I / we have no such interest. ☐ Yes

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

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

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☑ None. ☐ Yes

---

Certification

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

Thomas R. Rowland
Signature

3/7/2015
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

   Heritage Institute of Arts and Technology

2. Your full name:

   Gloria Rose Tuohy

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

   ☑ Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

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

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

   ☑ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. ☑ Yes Aquaintances

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

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

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

Not at this time

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

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☑ N/A. ☐ I / we have no such interest. ☐ Yes

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

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

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☑ None. ☐ Yes

---

Certification

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

Gloria R Tuohy
Signature

March 5, 2015
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

   Heritage Institute of Arts and Technology

2. Your full name:

   Carol Jean King

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

   ☑ Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

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

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

   ☑ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. ☑ Yes Acquaintance

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

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

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

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

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☑ I / we have no such interest. ☐ Yes

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

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

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☑ None. ☐ Yes

---

Certification

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

Carol J. King
Signature

March 7, 2015
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

   Heritage Institute Of Arts And Technology

2. Your full name: Sharla C. Williams

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

   ☑ Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   Educator in the Gary Community School Corporation for 3 years

   Board of Directors of Abstinence for Singles 4 years

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

   ☑ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. ☑ Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

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

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

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

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☑ N/A. ☐ I / we have no such interest. ☐ Yes

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

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

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☑ None. ☐ Yes

---

Certification

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

Sharla C. Williams
Signature

2/17/15
Date

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: George R.Tucker, II

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am the Co-Founder of a technology firm based in Northwest IN. I serve of the Board of Trustees at my church for the last six years I have also served on a AAU Track Club based out of Hammond Indiana where I've been the Vice-President for the last five years.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes I do.

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. No

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

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

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

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contract with an education service provider or school management organization. I / we do not know any such persons. No

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. No

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

N/A. I / we or my family do not anticipate conducting any such business. No

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

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

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None.

Certification

I George R.Tucker,II, 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.

George R. Tucker, II _____ August 11, 2015 ___

Signature Date *ICSB*

ATTACHMENT 7
Code of Ethics
&
Conflict of Interest

HIAT Governing Board Code of Ethics

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

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

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

1. I will serve and commit to the well-being of the children, personnel, and parents of HIAT in accordance with the Charter, Principles, Bylaws, Contract, Policy Governance, and any other governing documents approved by the board in an effort to have all decisions made for the best interest of the children.
2. I will carry out my respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest.
3. I will report any personal ownership, interest, or other relationship that might affect my ability to exercise impartial, ethical, and business-based judgments in fulfilling my responsibilities to the Corporation.
4. I shall conduct my duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
5. I shall not seek or accept for myself or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
6. If I, or my relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, I shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

7. I shall not conduct business on behalf of the Corporation with a relative or a business entity in which I, or my relative owns a significant financial interest or by which is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
8. I will consider my position on the Board as a public trust and not use it for private advantage or personal gain.
9. I will not discuss the confidential business of the board outside of board meetings.
10. I will dedicate sufficient time, thought, and research to proposed actions by the board, in order to base decisions upon all obtainable facts and vote with honest convictions.
11. I will regularly attend board meetings. I will not miss without prior board approval and will understand the measure of maximum absents.
12. I will not attempt to exercise the board authority over the school or speak for the board except to repeat explicitly stated and decided on board decisions or when authorized by the board.
13. I will not discuss the Principal's or staff performance outside of a board or executive session meeting.
14. I will respect the opinion of others, and will be professional, in or out of board meetings, in regards to other members of the board and members of our community.
15. I will be aware of the implications of the board role and how it affects the relationships with other school community members.
16. I will abide by and support majority decisions of the board.
17. I will enforce and uphold all laws, state rules and regulations in accordance to the school.
18. I will confine my governing board action to framing and developing best practices, policy making, planning, and evaluation, and will implement with only board approval and evaluation of those that will benefit and be affected.
19. I will focus decisions in terms of the educational welfare of the students and will seek for academic excellence and to maintain the school in order to meet the needs of all the children, regardless of their ability, race, creed, gender, or social standing.
20. I will work together with all the Board members in a spirit that demonstrates harmony.

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

President, HIAT Governing Board Date HIAT Governing Board Member Date

Conflict of Interest and Anti-Nepotism Policy

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

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

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

(1) "Dependent" means any of the following:
- (A) The spouse of a public servant.
- (B) A child, stepchild, or adoptee (as defined in IC 31-9-2-2) of a public servant who is:
  - (i) unemancipated; and
  - (ii) less than eighteen (18) years of age.
- (C) An individual more than one-half (½) of whose support is provided during a year by the public servant.

(2) "Governmental entity served by the public servant" means the immediate governmental entity being served by a public servant.

(3) "Pecuniary interest" means an interest in a contract or purchase if the contract or purchase will result or is intended to result in an ascertainable increase in the income or net worth of:
- (A) the public servant; or
- (B) a dependent of the public servant who:
  - (i) is under the direct or indirect administrative control of the public servant; or

(ii) receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the public servant.

Ind. Code Ann. § 35-44.1-1-4 (West)

3. Conflicts of Interest.

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

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

4. Disclosure Procedures.

(a) Each Board Member shall be required to sign an Annual Conflict of Interest Disclosure Statement (described in #6 below) disclosing any actual or potential conflicts of Interest and any Dependent relationship. ot more than 90 days from the start of the fiscal year. Failure to sign such a statement will result in a suspension from the Board until the statement is signed.
(b) Those Board members who believe under the following circumstances they may have a conflict of interest must immediately contact the appointed financial officer of HIAT.

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

5. Action of Governing Board

Any Board member who has, might have, or has disclosed, a potential conflict of interest to HIAT's appointed financial officer, where appropriate, the financial officer shall disclose such conflict of interest to the Governing Board and shall immediately, at the direction of the Board, submit a Uniform Conflict of Interest Disclosure Form described in #6 below and take no part consideration or determination of the matter and/or the continuation on the Board of the affected Board member.

6. IRS Disclosures on Form 990.

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

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

7. Indiana Uniform Conflict of Interest Disclosure Statement.

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

8. Anti-Nepotism.

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

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

_____ _____

HIAT Governing Board Member Date

_____ _____

President, HIAT Governing Board Date

(2/93) Form 236

UNIFORM CONFLICT OF INTEREST DISCLOSURE STATEMENT

Indiana Code 35-44.1-1-3

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

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

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

_____

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

_____

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

   b. **County:** _____

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

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

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

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

_____

_____

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

_____

_____

_____

_____

_____

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

_____
_____
_____
_____
_____
_____

(Attach extra pages if additional space is needed)

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

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

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

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

_____	_____
_____	_____
_____	_____
Elected Official	Office

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

_____	_____
Date Submitted	Date of Action on Contract or Purchase

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

Signed: _____
(Signature of Public Servant)

Date: _____

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

Attachment 8

Course Scope and Sequence

Reading

Scott Foresman Reading Street 2011 — Heritage Institute of Arts & Technology

• =Grade level expectations — T =Tested in standardized test format

Concepts of Print and Print Awareness	K	1	2	3	4	5	6
IAS= EL.K.1.1-1.6, 1.17-1.18, 1.21, EL.K.2.1/EL.1.1-1.2,1.19EL.1.2.2 **CCSS**= RI.K.5-6, RF.K.1/RI.1.1,							
Hold book right side up, turn pages correctly, move from front to back of book	•	•					
Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers)	•	•					
Identify information that different parts of a book provides (title, author,	•	•	•				
Know uppercase and lowercase letter names and match them	•	•					
Know the order of the alphabet	•	•					
Demonstrate one-to-one correspondence between oral words and printed words	•	•					
Identify and distinguish between letters, words, and sentences	•	•					
Recognize distinguishing features of a paragraph	•	•					
Recognize environmental print	•	•	•				
Track print (front to back of book, top to bottom of page, left to right on line,	•	•					
Recognize first name in print	•	•					
Phonological and Phonemic Awareness	K	1	2	3	4	5	6
IAS= EL.K.1.7, 1.11, 1.13/EL.1.1.8-1.9/EL.2.1.1/EL.3.1.1/EL.4.1.1 **CCSS**= RF.K.2/RF.1.2/RF2.1							
Phonological Awareness							
Identify and produce rhyming words in response to an oral prompt	•	•					
Distinguish rhyming pairs of words from non-rhyming pairs	•						
Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed	•	•					
Count each syllable in spoken words	•	•					
Segment and blend onset and rime in one-syllable words		•					
Recognize and produce words beginning with the same sound	•	•					
Phonemic Awareness							
Identify and isolate initial, final, and medial sounds in spoken words	•	•	•				
Blend sounds orally to make words or syllables	•	•	•				
Segment a word or syllable into sounds	•	•	•				
Count sounds in spoken words or syllables and syllable in words	•	•	•				
Manipulate sounds in words (add, delete, and/or substitute phonemes)	•	•	•				
Distinguish long- and short-vowel sounds in orally stated single-syllable words			•				
Phonics, Decoding, and Word Recognition	K	1	2	3	4	5	6
IAS= EL.K.19, 1.16, 1.19/ EL.1.1.1, 1.1.5-1.1.6, 1.1.10-1.1.12, EL.1.2.5/EL.2.1.2-2.2.6, 2.1.10/EL.3.1.1-3.1.3/EL.4.1.3-4.1.4/EL.5.1.1, 5.1.5-5.1.6/EL.6.1 **CCSS**= RF.K.3-4/RF.1.1-4, RI1.10/RL.2.1-3, RL.2.10, RF.2.3-4/RI.3.10, RF.3.3-4/RL.4.10, RI.4.10/RL.5.10, RI.5.10, RF.5.3-4/RL.6.10, RI.6.10							
Read simple one-syllable and high-frequency (sight) words	•	•	•	•			
Phonics							
Understand and apply the alphabetic principle that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds	•	•	•				
Know sound-letter relationships and match sounds to letters	•	•	•				
Generate sounds from letters and blend those sounds to decode	•	•	•				
Consonants, consonant blends, and consonalnt digraphs Short	•	•	•				
and long vowels	•	•	•				
r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns		•	•	•			
Phonograms/word families	•	•	•				
Word Structure							
Decode words with common word parts Base,	•	•T	•T	•T	•T	•T	•T
or root, words and inflected endings			•T	•T	•T	•T	•T
Contractions and compound words Suffixes			•T	•T	•T	•T	•T
and prefixes			•T	•T	•T	•T	•T
Greek and Latin roots					•	•	•
Apply knowledge of syllabication rules to decode words		•T	•T	•T	•T	•T	•T
Recognize common abbreviations		•	•	•			

	•	•	•	•	•	•	

Fluency

Read aloud fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate phrasing		•T	•T	•T	•T	•T	•T
Practice fluency in a variety of ways, including choral reading, partner/paired reading, Reader's Theater, repeated oral reading, and tape-assisted reading	•	•	•	•	•	•	•
Work toward appropriate fluency goals by the end of each grade		•	•	•	•	•	•
Read regularly in independent-level material		•	•	•	•	•	•
Read silently for increasing periods of time		•	•	•	•	•	•
Vocabulary and Concept Development	**K**	**1**	**2**	**3**	**4**	**5**	**6**

IAS= EL.K.1.20, EL.K.2.2/EL.1.3, 1.1.7, 1.1.16-1.1.18/EL.2.1.7-2.1.9, 2.1.11/EL.3.1.4-3.1.9/EL.4.1.2,4.2.6/EL.5.1.2-5.1.3/EL.6.1.2-6.2.5, EL.6.3.9 **CCSS=** RI.K.9, L.K.4-6/L.1.4-6/L.2.4-6/L.3.5-6/L.4.4-6/L.5.4-6/L.6.4-6

Recognize and understand selection vocabulary	•	•	•	•T	•T	•T	•T
Understand content-area vocabulary and specialized , technical, or topical words		•	•	•	•	•	•

Word Learning Strategies

Develop vocabulary through direct instruction, concrete experiences, reading, and	•	•	•	•	•	•	•
Use knowledge of word structure to figure out meanings of words		•	•T	•T	•T	•T	•T
Use context clues for meanings of unfamiliar words, multiple-meaning words,		•	•T	•T	•T	•T	•T
Use grade-appropriate reference sources to learn word meanings	•	•	•	•T	•T	•T	•T
Use picture clues to help determine word meanings	•	•	•	•			
Use new words in a a variety of contexts	•	•	•	•	•	•	•
Create and use graphic organizers to group, study, and retain vocabulary		•	•	•	•	•	•
Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning					•	•	•

Extend Concepts and Word Knowldedge

Academic language	•	•	•	•	•	•	•
Classify and catergorize	•	•	•	•	•	•	•
Abbreviations		•	•	•			•
Antonyms and synonyms		•	•T	•T	•T	•T	•T
Prefixes and suffixes		•	•	•	•	•	•T
Homographs, homonyms, and homophones			•	•T	•T	•T	•T
Multiple-meaning words		•	•	•T	•T	•T	•T
Related words and derivations				•	•	•	•
Figurative language and idioms		•	•	•	•	•	•
Descriptive words (location, size, color, shape, number, ideas, feelings)	•	•	•	•			
High-utility words (shapes, colors, question words, position/directional words,	•	•	•	•			
Time and order words	•	•	•	•	•	•	•
Word origins, etymologies/word histories; words from other languages, regions,				•	•	•	•
Adages and Sayings						•	
Analogies					•	•	•
Reading Comprehension	**K**	**1**	**2**	**3**	**4**	**5**	**6**

IAS: EL.K.3.1-3, 3.5, EL.K.4.6/EL.1.2.3,1.2.6-1.2.7,EL.1.3.3-1.3.5/EL.2.2.1-2.6,2.28-2.2.11, EL.2.3.6/EL.3.2.1-3.2.9/EL.4.2.2-4.2.3, 4.2.5-4.2.7, 4.2.9/EL.5.2.4-5.2.6/EL.6.2.2-6.2.6,EL.6.3.9 **CCSS**: RI.1.1-3/RI2.2-6/RL3.1-7,9-10, RI.3.2-3,5,7,9/RL.4.1-3, RI.4.2-9, RI.4.2-7,RF.4.3-4/RL.5.1-3, RI.5.1-3/RL.6.1-3, RI.6.2-3

Comprehension Strategies

Preview the text and formulate questions	•	•	•	•	•	•	•
Set and monitor purpose for reading and listening	•	•	•	•	•	•	•
Activate and use prior knowledge	•	•	•	•	•	•	•
Make, modify, and confirm predictions	•	•	•	•	•	•	•

Monitor comprehension and use fix-up strategies to resolve difficulties inmeaning: adjust reading rate, reread and read on, seek help from reference sources and/or other people, skim and scan, summarize, use text features Inferring		•	•	•	•	•	•
Create and use graphic and sematic organizers, including outlines, notes, and	•	•	•	•	•	•	•
when, where, why, what if, and how	•	•	•	•	•	•	•
Look back in text for answersAnswer	•	•	•	•	•	•	•
test-like questions		•	•	•	•	•	•
Generate clarifying questions, including who, what, when, how, why, and what if	•	•	•	•	•	•	•
Recognize text structure: story and informational (cause/effect, chronological, Summa	•	•	•	•	•	•	•
text	•	•	•	•	•	•	•
Recall and retell stories	•	•	•	•	•	•	•
Identify and retell important/main ideas (nonfiction) Identify and	•	•	•	•	•	•	•
retell new information (stories)	•	•	•	•	•	•	•
Visualize; use mental imagery		•	•	•	•	•	•
Use strategies flexibly and in combination	•	•	•	•	•	•	•
Comprehension Strategies		•	•	•	•	•	•
Author's purpose		•T	•T	•T	•T	•T	•T
Author's viewpoint/bias/perspective						•T	•T
Categorize and classify	•	•	•	•			
Cause and effect	•	•T	•T	•T	•T	•T	•T
Compare and contrast	•	•T	•T	•T	•T	•T	•T
Details and facts	•	•	•T	•T	•	•	•T
Draw conclusions and inferences	•	•T	•T	•T	•T	•T	•T
Fact and opinion			•T	•T	•T	•T	•T
Higher Order Thinking Skills							
Analyze	•	•	•	•	•	•	•
Analyze text with various organizational patterns				•	•	•	•
Generalize		•	•	•	•	•	•
Draw inferences, conclusions, or generaliztions, support them with textual	•	•	•	•	•	•	•
Graphic Sources	•	•	•	•	•	•	•
Hypothesize	•T	•T	•T	•	•	•	•
Make judgments about ideas and text		•	•	•	•	•	•
Organize and synthesize ideas and information		•	•	•	•	•	•T
Literary Analysis, Response, and Appreciation	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Realism/fantasy							
Sequence of events	•	•T	•T	•T	•T	•T	•T
Genre and Its Characteristics							
Recognize characteristics of a variety of genres	•	•	•	•	•	•	•
Identify types of everyday print materials (storybooks, poems, newspapers, signs, and labels)	•	•	•	•	•	•	•
Distinguish common forms of literature; fiction from non-fiction	•	•	•	•	•	•	•
Identify characteristics of nonfiction texts, including biography, interviews, and newspaper articles	•	•	•	•	•	•	•
Identify characteristics of poetry and song, including nursery rhymes, limericks, and blank verse	•	•	•	•	•	•	•
Literary Elements and Story Structure							
Character	•T	•T	•T	•T	•T	•T	•T
Recognize and describe traits, actions, feelings, and motives of characters	•	•	•	•	•	•	•

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

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

Establish familiarity with a topic		•	•	•	•	•	•
Cultural Awareness							
Comprehend basic plots of classic tales from around the world		•	•	•	•	•	•
Compare and contrast tales from different cultures		•	•	•	•	•	•
Develop attitudes and abilities to interact with diverse groups and cultures	•	•	•	•	•	•	•
Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives	•	•	•	•	•	•	•
Understand how attitudes and values in a culture or during a period in time affect the writing from that cultrue or time period	•	•	•	•	•	•	•
Compare language and oral traditions (family stories) that reflect customs, regions, and cultures	•	•	•	•	•	•	•
Recognize themes that cross cultures and bind them together in their common humanness	•	•	•	•	•	•	•
Language Arts							
Writing	**K**	**1**	**2**	**3**	**4**	**5**	**6**

IAS: EL.K.4.1-4.3,4.5, EL.K.5.1-5.2/EL.1.4.1-1.4.5,EL.2.5/EL.3.4.1-3.4.9, EL.3.5.1-3.5.7/EL.4.4.1-4.4.4,4.4.10-4.4.12,EL.4.4.5.1-4.5.2, 4.5.4-4.5.6/EL.5.4.1-5.4.3, 5.4.8-5.4.11, EL.5.5.1-5.5.7/EL.6.4.1-6.4.9, EL.6.5.1-6.6.5.8

CCSS: W.1.1-3, 6-8/W.2.1-3,W.2.5-8/W.3.3,10/W.4.1-10/W.5.1-10/W.6.1-4,7,9,10

Concepts of Print for Writing							
Write Uppercase and Lowercase letters	•	•					
Print own name and other important words	•	•	•				
Write using pictures, some letters, and transitional spelling to convey meaning	•	•	•				
Write vowel-consonant-vowel words		•	•				
Dictate messages or stories for others to write	•	•	•				
Create own written texts for others ot read; write left to right on a line and top to bottom on a page	•	•	•				
Participate in shared and interactive writing	•	•	•				
Traits of Writing							
Focus/Ideas	•	•	•	•	•	•	•
State a clear purpose and maintain focus; sharpen ideas	•	•	•	•	•	•	•
Use sensory details and concrete examples; elaborate	•	•	•	•	•	•	•
Delete extraneous information		•	•	•	•	•	•
Rearrange words and sentences to improve meaning and focus			•	•	•	•	•
Use strategies, such as tone, style, and consistent point of view to achieve a sense of completeness					•	•	•
Organization/Paragraphs	•	•	•	•	•T	•T	•T
Use graphic organizers to group ideas	•	•	•	•	•	•	•
Write coherent paragraphs that develop a central idea and have topic sentences and facts and details		•	•	•	•	•	•
Establish coherence within and among paragraphs through parallel structures and similar writing techniques		•	•	•	•	•	•
Use transitions to connect sentences and paragraphs and establish coherence		•	•	•	•	•	•
Select an organizational structure, such as comparison and contrast, categories, spatial order, and climactic order based on purpose, audience, and length						•	•
Organize ideas in a logical progression, such as chronological order or by order of importance	•	•	•	•	•	•	•
Write introductory, supporting, and concluding paragraphs				•	•	•	•
Use strategies of note-taking, outlining, and summmarizing to impose structure on composition drafts				•	•	•	•
Write a multi-paragraph paper			•	•	•	•	•
Voice		•	•	•	•	•	•
Develop personal, identifiable voice and an individual tone/style		•	•	•	•	•	•

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

The Writing Process

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

Writing Genres/Types of Writing

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

Writing Habits and Practices

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

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

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

IAS: EL.1.1.3/EL.2.6.2-2.6.7/EL.3.6.2-3.6.7/EL.4.6.2-4.6.7/EL.5.61-5.6.8/EL.6.6.1-6.6.4 **CCSS**: L.K.1-2/ L.1.1-2/L.2.1-3/L.3.1-3/L.4.1-3/L.5.1-3/L.6.1-3

Grammar and Usage in Speakng and Writing Sentences

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

Fragments and run-on sentences	•	•	•	•	•	•	•
Combine sentences, elaborate; use appositives, participle phrases, adjectives, adverbs, and prepositional phrases		•	•	•	•	•	•
clauses		•	•	•	•	•	•
Varied sentence types and sentence openings to present effective style					•	•	•
Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles	•	•T	•T	•T	•T	•T	•T
Contractions		•	•T	•T	•T	•T	•T
Usage							
Subject-verb agreement	•	•	•T	•T	•T	•T	•T
Pronoun agreement/referents		•	•	•T	•T	•T	•T
Misplaced modifiers Misused						•	•
wrods				•		•	•
Negatives; avoid double negatives				•	•	•	•
Mechanics in Writing							
Capitalization (first word in sentence, proper nouns and adjectives, pronoun I, titles, months, days of the week, holidays, etc.)	•	•T	•T	•T	•T	•T	•T
Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, hyphens, dashes, brackets, semicolons)	•	•T	•T	•T	•T	•T	•T
Spelling	**K**	**1**	**2**	**3**	**4**	**5**	**6**

IAS: EL.K.6.2/EL.1.6.8/EL.2.6.8-2.6.9/EL.3.6.8-3.6.9/EL.4.6.8/EL.5.6.7/EL.6.6.5-6.6.6 **CCSS**: L.1.2/L.2.2/L.3.2/L.4.2/L.5.2/L.6.2

Spell independently by using pre-phonetic knowledge, knowledge of letter names, and sounds of the alphabet	•	•T	•	•	•	•	•
Consonants; single, double, blends, digraphs, silent letters, and unusual consonant spellings	•	•T	•T	•T	•T	•T	•T
Vowels: short, long, *r* -controlled, digraphs, dipthongs, less common vowel patterns, schwa	•	•T	•T	•T	•T	•T	•T
Use knowledge of word structure to spell		•	•	•	•	•	•
Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words		•	•T	•T	•T	•T	•T
Greek and Latin roots, syllable patterns, multisyllabic words		•	•	•	•	•	•
Spell high-frequency, irregular words	•	•T	•T	•	•	•	•
Spell frequently misspelled words correctly, including homophones or homonyms		•	•	•	•	•	•
Use meaning relationships to spell				•	•	•	•
Listening and Speaking	**K**	**1**	**2**	**3**	**4**	**5**	**6**

IAS: EL.K.7.1-7.5/EL.1.7.4-1.7.7/EL.2.7.1,2.7.4-2.7.7,2.7.9-2.7.10/EL.3.7.2-4, 3.7.5-3.7.9, 3.7.12-3.7.15/EL.4.7.2-4.7.9, 4.7.11-4.7.15, 4.7.17/EL.5.7.1-5.7.2,5.7.4, 5.7.7-5.7.9, 5.7.11-5.7.12, 5.7.15/EL.6.7.1, 6.7.3-6.7.4, 6.7.10-6.7.16

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

Listening Skills and Strategies							
Listen to a variety of presentations attentively and politely	•	•	•	•	•	•	•
Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions	•	•	•	•	•	•	•
Listen for a purpose							
For enjoyment and appreciations	•	•	•	•	•	•	•
To expand vocabulary and concepts To	•	•	•	•	•	•	•
obtain information and ideas	•	•	•	•	•	•	•
To follow oral directions	•	•	•	•	•	•	•
To answer questions and solve problems	•	•	•	•	•	•	•

To participate in group discussions	•	•	•	•	•	•	•
To identify and analyze the musical elements of literary language	•	•	•	•	•	•	•
To gain knowledge of one's own culture, the culture of others, and the common elements of cultures	•	•	•	•	•	•	•
To respond to persuasive messages with questions or affirmations					•	•	•
Determine purpose of listeningRecognize		•	•	•	•		•
formal and informal language		•	•	•	•	•	•
Connect prior experiences to those of a speaker	•	•	•	•	•	•	•
Listen critically to distinguish fact from opinion and to analyze and evaluateideas, information, experiences	•	•	•	•	•	•	•
Paraphrase, retell or summarize information that has been shared orally		•	•	•	•	•	•
Evaluate a speaker's delivery; identify tone, mood, and emotion			•	•	•	•	•
Interpret a speaker's purpose, perspective, persuasive technique, verbal and nonverbal messages, and use of rhetorical devices; draw conclusions **Speaking**				•	•	•	•
Skills and Strategies							
Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences and purposes	•	•	•	•	•	•	•
Use proper intonation, volume, pitch, modulation, and phrasing	•	•	•	•	•	•	•
Speak with a command of standard English conventions	•	•	•	•	•	•	•
Use appropriate language for formal and informal settings; use descriptive words	•	•	•	•	•	•	•
Use props to clarify oral presentations	•	•	•	•	•	•	•
Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effictive introduction and conclusion Support		•	•	•	•	•	•
opinions with detailed evidence and with visual or media displays Emphasize				•	•	•	•
key points to assist listener					•	•	•
Speak for a purpose							
To ask and answer questions	•	•	•	•	•	•	•
To give directions and instructions	•	•	•	•	•	•	•
To retell, paraphrase, or explain information	•	•	•	•	•	•	•
To communicate needs and share ideas and experiences	•	•	•	•	•	•	•
To describe people, places, things, locations, events, and actions To	•	•	•	•	•	•	•
participate in conversations and discussions	•	•	•	•	•	•	•
To express an opinion	•	•	•	•	•	•	•
To recite poems or songs or deliver dramatic recitations, interpretations, or performances	•	•	•	•	•	•	•
To deliver oral responses to literature	•	•	•	•	•	•	•
To deliver presentations or oral reports (narrative, discriptive, persuasive, problems and solutions, and informational based on research)	•	•	•	•	•	•	•
Stay on topic; maintain a clear focus	•	•	•	•	•	•	•
Support spoken ideas with details and examples		•	•	•	•	•	•
Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)	•	•	•	•	•	•	•
Viewing/Media	**K**	**1**	**2**	**3**	**4**	**5**	**6**

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

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

Interact with and respond to a variety of print and non-print media for a range of purposes	•	•	•	•	•	•	•
Compare and contrast print, visual, and electronic media			•	•	•	•	•
Analyze and evaluate media		•	•	•	•	•	•
Recognize purpose, bias, propaganda, and persuasive techniques in mediamessages							
Research and Study Skills				•	•	•	•

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

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

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

Non-Computer Electronic Media

Audio/CDs/Tapes/DVDs

Identify questions		•	•	•	•	•	•
Locate, select, and collect information Analyze		•	•	•	•	•	•
information		•	•	•	•	•	•
Evaluate electronic information sources for accuracy, relevance, bias			•	•	•	•	•
Understand bias/subjectivity of electronic content (about this site, author search, date created)				•	•	•	•
Sythesize information				•	•	•	•
Communicate findings			•	•	•	•	•
Use fix-up strategies (such as clicking ***Back, Forward,*** or ***Undo*** ; redoing a search; trimming the URL)				•	•	•	•
Communication							
Collaborate, publish, present, and interact with others	•	•	•	•	•	•	•
Use online resources (e-mail, bulletin boards, newsgroups)		•	•	•	•	•	•
Determine when technology is useful		•	•	•	•	•	•
Problem Solving							

enVision Math*Common Core

Pearson *Heritage Institute of Arts & Technology*

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

Numbers and Operations Math Concepts and Skills Digital

Number Meanings and Relationships	K	1	2	3	4	5	6

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

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

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

Understanding Number Systems

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

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

Addition and Subtraction

IAS = MA.K.2.1-2.2.2/MA.1.2.1-1.2.4/MA3.2.1/MA.4.2.9-4.2.11/MA.5.2.7, 5.5.7/MA.6.2.3-6.2.4, 6.2.10

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

Whole numbers							
Fractions							
Decimals							

Multiplication and Division

IAS = MA.3.3.1-3.3.3, 3.2.5/MA.4.2.4/MA.5.2.1-5.2.3, 5.2.5 **CCSS=**2.G.2/3.OA.6,7/3.NBT.3/4.NBT.5,6/5.NBT.5,6,7/3.MD.7,7.a,7.b,7.c/4.MD.2/5.MD.5.a,5.b/6.NS.1,2,3/4.NF.4,4.a,4.b,4.c/5.NF.3,4,4.a,5.b,6,7,7.a,7.b

Whole numbers							
Fractions							
Decimals							

Multiplicative Reasoning

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

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

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

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

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

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

Identify and explain numeric patterns							
Generate and analyze patterns							

Represent Problems/Operations

IAS = MA.K.2.3/MA.1.2.7, MA.1.3.1-1.3.2/ MA.2.3.1-2.3.2/MA.3.2.4, 3.2.8, 3.3.4-3.3.6, MA.3.6.6/MA.4.2.1-4.2.3, 4.2.5-4.2.7, 4.3.3, 4.3.6 **CCSS=**K.OA.1,3,4/1.OA.1,3,4,5,7,8/2.OA.1/3.OA.1,2,3,5,6,7,8,9/4.OA.1,2,3/4.NF.3C/5.NF.2,3,6/6.NS.1/6.EE.2c,3,4,9/2.NBT.5,6,7,9/3.NBT.2,3/4.NBT.5/5.NBT.7/5.MD.5a/6.NS.4

Addition							
Subtraction							
Multiplication							
Division							
Quantitative relationships between variables							

Solve Equations

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

CCSS= 1.OA.1,2/2.OA.1/3.OA.3,4,8/4.OA.2,3/4.NF.4.C/4.MD.4,7/5.MD.5/5.NF.2,3,6/6.RP.3/6.EE.5.7

Numeric equations							
Algebraic equations							

Write and Evaluate Expressions

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

Numerical expressions							
Algebraic expressions							

Inequality

Understand inequality Write							
and solve inequalities							

Functions

CCSS= 6.EE.9

Define, evaluate, and compare functions							

Measurement and Geometry *Math Concepts and Skills*

					Digital		
Explore and Manipulate Shapes and Their Attributes	K	1	2	3	4	5	6

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

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

Identify and describe shapes and their attributes; compose shapes							
Analyze shapes; classify by attribute or property							

Measurements

IAS = MA.K.5.1/MA.1.5.2, 1.5.4,MA.1.5.6-1.5.7/MA.2.5.1-2.5.3, 2.5.6, 2.5.9-2.5.12/MA.3.5.2, 3.5.9-3.5.12/MA4.5.1-4.5.3, 4.5.9-4.5.10/MA.5.3.6, 5.4.1/MA.6.4.1-6.4.2, 6.4.4, 6.4.7,6.5.1

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

Measure and estimate lengths in standard units							
Work with time and money							
Solve problems involving measurements							
Measurement units							

Geometric Measurement

IAS = MA.4.5.4-4.5.5, 4.5.7-4.5.8/MA.6.5.8 **CCSS**= 3.MD.5,5.a,5.b,6,7,7.a,7.b,7.c,7.d,/4.MD.3/5.NF.4.b,6.G.1/6.G.4

Perimeter							
Area Surface							
area Volume							

Connecting Algebra and Geometry

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

Use the coordinate plane							

Statistics and Probability Math Concepts and Skills

					Digital		
Represent and Interpret Data	K	1	2	3	4	5	6

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

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

Organize objects in categories; count objects in categories							
Bar graphs							
Picture graphs							

Statistical Variability

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

Understanding of statistical variability							
Measures of center and variability							

Interactive Pearson *Heritage Institute of Arts & Technology*

Science, Engineering and Technology

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

The Design Process (Solve Problems)= As citizens of the constructed world, students will participate in the design process. Students will learn to use materials and tools safely and employ the basic principles of the engineering design process in order to find solutions to problems.	K	1	2	3	4	5	6
Process Standards							
Identify a need or problem to be solved.							
Brainstorm potential solutions.							
Document the design throughout the entire design process.							
Select a solution to the need or problem.							
Select the materials to develop a solution.							
Create the solution.							
Evaluate and test how well the solution meets the goal.							
Communicate the solution with drawings or prototypes.							
Communicate how to improve the solution.							
Create the solution through a prototype.							
Evaluate and test the design using measurement.							
Present evidence using mathematical representations (graphs, data tables).							
Communicate the solution including evidence using mathematical representations (graphs, data tables), drawings or prototypes.							
Document the design throughout the entire design process so that it can be replicated in a portfolio/notebook with drawings including labels.							
Redesign to improve the solution based on how well the solution meets the need.							
Physical Science							
IAS: K.1.1-K.1.2/1.1.1-1.1.3/2.1.1-2.1.6/3.1.1-3.1.6/4.1.1-1.1.5/ 5.1.1-5.1.4/6.1.1-6.1.7	K	1	2	3	4	5	6
Observe, manipulate, sort and generate questions about objects and their physical properities.							
Describe objects in terms of the materials that compose them and their physical properties.							
Observe and describe the motion of an object and how it changes when a force is applied to it.							
Observe and describe how sound is produced by vibrations.							
Observe and describe how light travels from point to point.							
Provide evidence that heat and electricity are forms of energy.							
Design and assemble electric circuits that provide a means of transferring energy from one form or place to another.							
Describe weight and volume and meaure weight and volume of various objects.							
Demonstrate that mass is conserved even when a substance has undergone changes in state.							
Explain that all objects and substances in the natural world are composed of matter in different states with different properties.							
Understand that there are different forms of energy with unique characteristics.							
Earth and Space Science							
IAS=K.2.1-K.2.3/1.2.1-1.2.4/2.2.1-2.2.9/3.2.1-3.2.6/4.2.1-4.2.6/5.2.1-5.2.4/6.2.1-6.2.5	K	1	2	3	4	5	6

Observe, record, and recognize patterns and generate questions aboutnight/day and seasons.							
Observe, describe, and ask questions about soil components and properties.							

Day to day and over the seasons observe, measure, record, recognize patterns and ask questions about features of weather.			■				
Investigate how the position of the sun and moon and the shape of the moon change in observable patterns.			■				
Observe, describe and identify rocks and minerals by their specific properties.				■			
Observe and describe how natural materials meet theneeds of plants and animals, including humans.				■			
Observe, investigate and give examples of ways that the shape of the land changes over time.					■		
Describe how the supply of natural resources is limited and investigate ways that humans protect and harm the environment.					■		
Observe, describe, and ask questions about patterns in the sun-moon-earth system.						■	
Understand the relationships between celestial bodies and the force that keepsthem in regular and predictable motion.							■

Life Science							
IAS=K.3.1-K.3.3 /1.3.1-1.3.5/2.1.1-2.3.2/3.3.1-3.3.2/4.3.1-4.3.4/5.3.1-5.3.2/6.3.1-6.3.6	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Observe living organisms, compare and contrast their characteristics, and ask questions about them.	■						
Observe, describe and ask questions about living things and their relationship to their environment.		■					
Observe, ask questions about, and describe how organisms change their forms and behavior in the course of their life cycles.			■				
Observe, describe, and ask questions about plant growth and development.				■			
Observe, describe, and ask questions about structures of organisms andhow they affect their growth and survival.					■		
Observe, describe, and ask questions about how changes in one part of an ecosystem create changes in other parts of the ecosystem.						■	
Describe that all organisms, including humans, are part of complex systems found in all biomes (freshwater, marine, forest, desert, grassland, tundra).							■
Understand that the major source of energy for ecosystems is light produced by major nuclear reactions in the sun.							■

Science, Engineering and Technology							
IAS = 1.4.1-1.1.3/2.4.1-2.4.3/3.4.1-3.4./4.4.1-4.4.4/5.4.1-5.4.3/6.4.1-6.4.3	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Determine properties of natural and man-made materials and their most important uses.		■					
Describe how technologies have been developed to meet human needs.			■				
Define a real world problem and list criteria for a successful solution.				■			
Design a moving system and measure its motion.					■		
Design a prototype that replaces a function of a human body part and evaluate using selected criteria.						■	
Apply a form of energy to design and construct a simple mechanical device.							■

Social Studies

Heritage Instit

H **Essential Knowledge of Social Studies**	**K**	**1**	**2**	**3**	**4**	**5**	**6**

IAS: SS.K.1.1-K.1.1.7/SS.1.1.1-1.10/SS.2.1.1-2.1.7/SS.3.1.1-3.1.8/SS.4.1-4.1.18/SS.5.1-5.1.16/SS.6.1-6.1.22

Understand human influence shaping communities,states, and nations							

Contributions of ordinary people							
Historic figures and their lives							
Understand the origins and significance of customs, holidays, celebrations,and landmarks in the community, state, nation, and world							
Understand the concepts of time and chronology							
Order of eventsPast,							
present, future							
Political, economic, and social change Cause							
and effect							
Understand how various sources provide information							
Primary sourcesSecondary							
sources							
Understand how human needs, ideas, issues, and events influence the past and present							
Exploration, colonization, and settlement							
Conflict and revolution							
Immigration							
Growth and expansion							
Understand that the past influences the present							
Connecting past and present							
Comparing past and present							
Geography	**K**	**1**	**2**	**3**	**4**	**5**	**6**

IAS: SS.K.3.1-3.7/SS.1.3.1-1.3.9/SS.2.3.1-2.3.7/SS.3.3.1-3.3.11/SS.4.3.1-4.3.12/SS.5.3.1-5.3.12/ SS.6.3.1-6.3.14

Understand concept of location							
Relative and exact							
Factors influencing location							
Understand concept of place							
Landforms, bodies of water, vetetation, animal life							
Climate, weather, and seasonal patterns							
Understand human -environment interactions							
Natural resources and land use							
Human features (housing, roads)							
Human adaptations to and modifications of their environments							
Understand the concept of movement							
Movement of ideas through cultural sharing Colonization,							
immigration, settlement patterns (people)Physical							
characteristics affect trade (products)							
Physical characteristics affect human activities (culture)							
Understand the concept of region							
Physical characteristics							
Political characteristics							
Political characteristics							
Economic characteristics							

Time zones

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

Maps and globes

Read, interpret, and construct charts, maps, and diagrams							
Economics	**K**	**1**	**2**	**3**	**4**	**5**	**6**
IAS: SS.K.4.1-4.4/SS.1.4.1-1.4.6/SS.2.4.1-2.4.9/SS.3.4.1-3.4.9/SS.4.4.1-4.1.10/SS.4.5.1-5.4.9/ SS.6.4.1-6.4.10							
Understand how scarcity of resources leads to economic choice							
Basic human needs and wants							
Goods and services							
Production, distribution, and consumption							
Work and income							
Saving and spending							
Opportunity cost							
Understand markets and price							
Exchange of goods and services							
Impact of mass production and specialization							
Supply and demand							
Competition							
Economic interdependence							
Imports, exports, and trade							
Understand economic patterns and systems							
Effects of transportaion and communication							
Free enterprise							
Entrepreneurship							
Government	**K**	**1**	**2**	**3**	**4**	**5**	**6**
IAS: SS.K.2.1-2.5/SS.1.2.1-1.2.6/SS.2.2.1-2.2.7/SS.3.2.1-3.2.7/SS.4.2.1-4.2.7/SS.5.2.1-5.2.10/SS.6.2.1-6.2.7							
Understand the purposes of government							
Promotion of the common good							
Order and security							
Distribution of services							
Protection of individual rights and freedoms							
Understand the structure of government							
Purpose of rules and laws							
Roles and responsibilities of authority figures and public officials							
Levels of government (local, state, and national)							
Government services							
Branches of government							
Government documents							
Political parties							
Understand the functions of government							
Making, amending, and removing laws							
Enforcing laws							
Financing of services							
Understand types of governments							
Citizenship	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Understand good citizenship							
Historic figures andordinary people							

Citizenship traits (caring, respect, responsibility, fairness, honesty, courage)							
Working for the common good							
Believing in truth and justice							

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

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

Understand the changes brought about by scientific discoveries and technological inventions							
Predict how future discoveries and innovations could affect life in the United States							

Essential Skills used in Social Studies

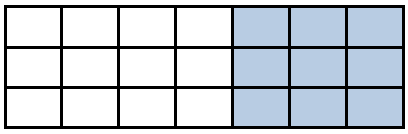
IAS: SS.K.1.2, SS.K.1.4-1.5, SS.K.3.1-3.4/SS.1.1.6-1.1.10, SS.1.3.1-1.3.2/SS.3.1.5-3.1.8, SS.3.3.1-3.3.3-3.3.4, 3.3.8-3.3.10, SS.3.4.8-3.4.9/ SS.4.1.3, 4.1.5, 4.1.8, 4.1.15-4.1.18, SS.4.2.7, SS.4.3.1-4.3.4,SS.5.5.1.17-5.1.21, SS.5.3.1-5.3.3, 5.3.10, SS.5.4.8/SS.6.1.18-6.1.24, SS.6.3.1-6.3.2, 6.3.13-6.3.14,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

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

Distribution map

Precipitation map

Elevation map

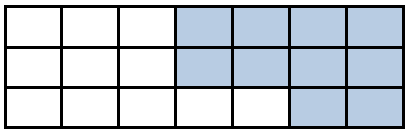


Population map							
Population density map							
Understand time zones							
Understand cartograms							
Chart and Graph Skills	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Understand charts and graphs							
Charts							
Diagrams							
Calendars and time lines							
Bar graphs							
Pie (circle)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

Pie (circle) graphs

Line graphs

Flowcharts



Primary and secondary sources							
Audio and video recordings Art							
Photographs							
Biographies, autobiographies, and oral historiesInternet							
Computer software							
Artifacts and historical records Atlases and							
gazetteers							
New sources and current events Speeches							
Encyclopedias							
Dictionaries and thesauruses							
Almanacs							
Political cartoons							
Use appropriate math skills to interpret maps and graphs							
IAS: EL.K.2.2, EL.K.7.1-K.7.5/EL.1.2.2, 1.2.5, EL.1.4.2-1.4.6/EL.2.2.1-2.2.2, 2.2.5-2.2.8,							
2. **Reading Skills used in Social Studies**	**K**	**1**	**2**	**3**	**4**	**5**	**6**

4.2.9, EL.4.7.5, 4.7.9-4.7.11, 4.7.17/EL.5.2.1, 5.2.3-5.2.5, EL.5.7.4, 5.5.7-5.7.9, 5.7.11, 5.7.15/EL.6.2.1-6.2.6, EL.6.3.9, EL.6.7.4-6.7.6,6.7.10-6.7.13 **CCSS**: RI.K.10, SL.K.2/RI.1.5-6, SL.1.2/RL.2.7, RI.2.2-2.3, 2.5 2.7-2.10, SL.2.5, L.2.3/RI.3.2-3.2.3, 3.5, 3.7-3.9, SL.3.2, 3.4-3.6/RL.4.5-4.6, RI.4.6-4.7, 4.9, SL.4.4-4.6/RL.5.7, 5.9-5.10, SL.5.4--5.6/RL.6.9, RL.6.4-6.5, 6.7-6.10, SL.6.2, 6.4-6.6

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

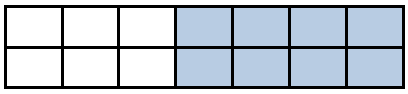
Scan for specific facts or ideas							
Understand and use textbook study features (prereading questions, preview and focus statements, summary statements, postreading questions)							
Make outlinesCause and							
effect							
Drawing conclusions Summarize							
Understand characteristics of text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

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

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

Summary

News report and feature story



Editorials and opinion articles							
Biography and autobiography							
Speech							
Bibliography							
Historical fiction							
Legend							
Music ***Heritage Institute of Arts & Technology*** **(IAS)**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
PERFORMING MUSIC: Singing alone and with others Students sing melodic patterns and songs with an appropriate tone quality, matching pitch and maintaining a steady tempo.	MU.K.1.14	MU.1.1.14	MU.2.1.15	MU.3.1.15	MU.4.1.15	MU.5.1.15	MU.6.1.16
PERFORMING MUSIC: Playing an instrument alone and with others Students play rhythms using body percussion and classroom instruments. They maintain a steady tempo when playing with a group.	MU.K.2.12	MU.1.2.13	MU.2.2.16	MU.3.2.17	MU.4.2.15	MU.5.2.15	MU.6.2.16
CREATING MUSIC: Improvising melodies, variations, and accompaniments Students improvise simple responses to teacher cues by singing and by using body percussion and instrumental sounds.	MU.K.3.13	MU.1.3.13	MU.2.3.14	MU.3.3.16	MU.4.3.16	MU.5.3.16	MU.6.3.15
CREATING MUSIC: Composing and arranging music within specified guidelines Students create short rhythmic and melodic patterns.	MU.K.4.12	MU.1.4.12	MU.2.4.13	MU.3.4.15	MU.4.4.14	MU.5.4.14	MU.6.4.15
RESPONDING TO MUSIC: Reading, notating, and interpreting music Students read iconic notation and interpret pitch and rhythm relationships kinesthetically.	MU.K.5.13	MU.1.5.14	MU.2.5.15	MU.3.5.18	MU.4.5.15	MU.5.5.16	MU.6.5.15
RESPONDING TO MUSIC: Listening to, analyzing, and describing music Students distinguish high and low pitches, fast and slow tempos, and loud and soft sounds. They differentiate various vocal, instrumental, and environmental sounds. They identify and demonstrate appropriate listening behavior.	MU.K.6.14	MU.1.6.14	MU.2.6.16	MU.3.6.16	MU.4.6.17	MU.5.6.15	MU.6.6.15
RESPONDING TO MUSIC: Evaluating music and music performances Students talk about listening to music and establish criteria to evaluate classroom music activities.	MU.K.7.12	MU.1.7.12	MU.2.7.13	MU.3.7.14	MU.4.7.14	MU.5.7.14	MU.6.7.13
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts Students express musical concepts in non-musical ways. They describe the use of music in various school activities.	MU.K.8.12	MU.1.8.12	MU.2.8.13	MU.3.8.14	MU.4.8.14	MU.5.8.14	MU.6.8.14
RESPONDING TO MUSIC: Understanding music in relation to history and culture Students discuss music experiences in daily life and the concept of a musician. They experience music from various eras and cultures.	MU.K.9.13	MU.1.9.13	MU.2.9.14	MU.3.9.14	MU.4.9.15	MU.5.9.15	MU.6.9.15
Visual Arts ***Heritage Institute of Arts & Technology*** **(IAS)**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
RESPONDING TO ART: History and Culture: Understand art in relation to history and past and contemporary culture Students identify images and subjects in artwork and discuss the function of works, including their role as a visual record of humankind. They discover the role of artists and art in their community.	VA.K.1.1-6	VA.1.1.1-6	VA.2..1.1-6	VA.3.1.1-6	VA.4.1.1-6	VA.5.1.1-8	VA.6.1.1-8

RESPONDING TO ART: History and Culture: Recognize significant works of art and the chronological development of art movements and historical periods. Students identify representational and nonobjective works of art and discover that specific artists' works have particular stylistic characteristics.	VA.K.2.1-2	VA.1.2.1-3	VA.2.2.1-3	VA.3.2.1-3	VA.4.2.1-3	VA.5.2.1-3	VA.6.2.1-3

VISUAL LITERACY: Criticism and Aesthetics: Describe, analyze, and interpret works of art and artifacts Students use appropriate vocabulary to identify and describe properties in artwork, and they construct possible meanings.	VA.K.3.1-2	VA.1.3.1-2	VA.2.3.1-2	VA.3.3.1-2	VA.4.3.1-2	VA.5.3.1-2	VA.6.3.1-2
VISUAL LITERACY: Criticism and Aesthetics: Theorize about art and make informed judgments Students distinguish between representational and nonobjective works of art and express personal preferences in works.	VA.K.4.1-2	VA.1.4.1-2	VA.2.4.1-2	VA.3.4.1-2	VA.4.4.1-3	VA.5.4.1-3	VA.6.4.1-34.
VISUAL LITERACY: Criticism and Aesthetics: Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art. Students demonstrate curiosity and insight concerning works of art and distinguish between human-made art objects and those from nature.	VA.K.5.1-2	VA.1.5.1-2	VA.2.5.1+2	VA.3.5.1-2	VA.4.5.1-2	VA.5.5.1-3	VA.6.5.1-3
CREATING ART: Studio Production: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Students create artwork using subject matter from the real world and personal symbols to express ideas. They demonstrate thoughtfulness, care, and respect in their art, sharing work with others.	VA.K6.1-6	VA.1.6.1-6	VA.2.6.1-6	VA.3.6.1-6	VA.4.6.1-6	VA.5.6.1-6	VA.6.6.1-6
CREATING ART: Studio Production: Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes Students begin to recognize and apply the elements and principles and discriminate various lines, shapes, textures, and colors. They identify two and three-dimensional works of art and utilize appropriate media and processes in both types of artwork, demonstrating safe and proper use of materials.	VA.K.7.1-5	VA.1.7.1-6	VA.2.7.1-4	VA.3.7.1-5	VA.4.7.1-5	VA.5.7.1-5	VA.6.7.1-5
INTEGRATED STUDIES: Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas Students recognize products and processes of visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.	VA.K.8.1-2	VA.1.8.1-4	VA.2.8.1-4	VA.3.8.1-4	VA.4.8.1-4	VA.5.8.1-3	VA.6.8.1-3

Theatre Arts ***Heritage Institute of Arts & Technology*** **(IAS)**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
HISTORY AND CULTURE: Students understand the significance of theatre and its relationship to history and cultures.	TH.K.1.1-3	TH.1.1.1-3	TH.2.1.1-3	TH.3.1.1-3	TH.4.1.1-3	TH.5.1.1-3	TH.6.1.1-2
HISTORY AND CULTURE: Students recognize significant works of the theatre and comprehend various performance styles.	TH.K.2.1	TH.1.2.1	TH.2.2.1	TH.3.2.1-2	TH.4.2.1-3	TH.5.2.1-2	TH.6.2.1
ANALYSIS AND RESPONSE: Students understand and analyze the dramatic structure of plays and performances.	TH.K.3.1-2	TH.1.3.1-2	TH.2.3.1-4	TH.3.3.1-2	TH.4.3.1-2	TH.5.3.1	TH.6.3.1
ANALYSIS AND RESPONSE: Students identify, develop, and apply criteria to make informed judgments about theatre.	TH.K.4.1-2	TH.1.4.1-2	TH.2.4.1-2	TH.3.4.1-2	TH.4.4.1-3	TH.5.4.1-3	TH.6.4.1-2
ANALYSIS AND RESPONSE: Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.	TH.K.5.1	TH.1.5.1	TH.2.5.1	TH.3.5.1	TH.4.5.1	TH.5.5.1	TH.6.5.1-2
CREATIVE PROCESS: Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.	TH.K.6.1-3	TH.1.6.1-3	TH.2.6.1-2	TH.3.6.1-4	TH.4.6.1-5	TH.5.6.1-4	TH.6.6.1-3

CREATIVE PROCESS: Students utilize imagination and research to design, and implement the elements of a visual environment.	TH.K.7.1-2	TH.1.7.1-2	TH.2.7.1-2	TH.3.7.1-2	TH.4.7.1-2	TH.5.7.1	TH.6.7.1

CREATIVE PROCESS: Students develop acting skills through observation, improvisation, and script analysis.	TH.K.8.1-3	TH.1.8.1-3	TH.2.8.1-3	TH.3.8.1-3	TH.4.8.1-3	TH.5.8.1-3	TH.6.8.1-2
CAREERS AND COMMUNITY: Students recognize a variety of theatrical careers.	TH.K.9.1	TH.1.9.1	TH.2.9.1	TH.3.9.1	TH.4.9.1	TH.5.9.1-2	TH.6.9.1-2
CAREERS AND COMMUNITY: Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.	TH.K.10.1	TH.1.10.12	TH.2.10.12	TH.3.10.12	TH.4.10.12	TH.5.10.1	TH.6.10.1
INTEGRATED STUDIES: Students identify and make connections between theatre and other disciplines, such as language arts, social studies, humanities, science, and technology.	TH.K.11.1	TH.1.11.1	TH.2.11.1	TH.3.11.1	TH.4.11.12	TH.5.11.12	TH.6.11.12
INTEGRATED STUDIES: Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.	TH.K.12.1	TH.1.12.1	TH.2.12.1	TH.3.12.1	TH.4.12.1	TH.5.12.1	TH.6.12.1
Dance ***Heritage Institute of Arts & Technology*** **(IAS)**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
LEARNING DANCE SKILLS AND THE CREATIVE PROCESS Students demonstrate knowledge and skills of dance elements.	DA.K.1.1-1.4	DA.1.1.1-1.4	DA.2.1.1-4	DA.3.1.1-4	DA.4.1.1-4	DA.5.1.1-4	DA.6.1.1-5
LEARNING DANCE SKILLS AND THE CREATIVE PROCESS Students understand and demonstrate choreographic principles, processes, and structures.	DA.K.2.1-2.3	DA.1.2.1-3	DA.2.2.1-3	DA.3.2.1-3	DA.4.2.1-3	DA.5.2.1-3	DA.6.2.1-3
LEARNING DANCE SKILLS AND THE CREATIVE PROCESS Students understand and demonstrate dance as a way to create and communicate.	DA.K.3.1-3.3	DA.1.3.1-3	DA.2.3.1-3	DA.3.3.1-3	DA.4.3.1-3	DA.5.3.1-3	DA.6.3.1-3
ANALYSIS, CULTURE, AND HISTORY Students reflect upon, evaluate, and analyze dance experiences.	DA.K.4.1-4.3	DA.1.4.1-3	DA.2.4.1-3	DA.3.4.1-4	DA.4.4.1-5	DA.5.4.1-5	DA.6.4.1-4
ANALYSIS, CULTURE, AND HISTORY Students understand and demonstrate dance from diverse cultures and historical periods.	DA.K.5.1-5.2	DA.1.5.1-2	DA.2.5.1-3	DA.3.5.1-3	DA.4.5.1-3	DA.5.5.1-3	DA.6.5.1-3
HEALTHY PRACTICES Students demonstrate connections between dance and healthy living.	DA.K.6.1-6.2	DA.1.6.1-2	DA.2.6.1-2	DA.3.6.1-2	DA.4.6.1-2	DA.5.6.1-2	DA.6.6.1-2
INTEGRATION Students integrate dance with the other arts and disciplines outside the arts.	DA.K.7.1-7.2	DA.1.7.1-2	DA.2.7.1-2	DA.3.7.1-2	DA.4.7.1-2	DA.5.7.1-2	DA.6.7.1-2
COMMUNITY AND CAREERS Students value the role of dance in the life of the community and identify its associated careers.	DA.K.8.1-8.2	DA.1.8.1-2	DA.2.8.1-2	DA.3.8.1-2	DA.4.8.1-2	DA.5.5.1-2	DA.6.8.1-2
Physical Education ***Heritage Institute of Arts & Technology*** **(IAS)**	**K**	**1**	**2**	**3**	**4**	**5**	**6**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Students observe, learn, practice, and develop basic (fundamental) locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) movements. In kindergarten a foundation is established to facilitate continued motor skill acquisition which gives students the capacity for successful levels of performance as they develop.	PE.K.1.1-4	PE.1.1.1-4	PE.2.1.1-5	PE.3.1.1-4	PE.4.1.1-4	PE.5.1.1-3	PE.6.1.1-2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students learn to utilize cognitive information to understand motor skill acquisition. Knowledge of basic movement concepts (body, spatial, directional, and temporal awareness) enhance independent learning and effective participation in physical activity.	PE.K.2.1-3	PE.1.2.1-4	PE.2.2.1-5	PE.3.2.1-3	PE.4.2.1-4	PE.5.2.1-3	PE.6.2.1-3
Physical Activity: Students participate regularly in physical activity. Regular participation in physical activity enhances physical and psychological health, provides for social opportunities, and contributes to quality of life. Students have more opportunities to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them develop movement competence.	PE.K.3.1-2	PE.1.3.1-3	PE.2.3.1-2	PE.3.3.1-2	PE.4.3.1-3	PE.5.3.1-2	PE.6.3.1-3
Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness. Young children engage in a variety of physical activities that serve to promote an active lifestyle. The development of students' health knowledge and movement skills begin in kindergarten. Improvement of students' physical fitness abilities will continue to develop.	PE.K.4.1-4	PE.1.4.1-6	PE.2.4.1-4	PE.3.4.1-6	PE.4.4.1-4	PE.5.4.1-5	PE.6.4.1-3
Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings. Students develop respect for individual similarities and differences (i.e., motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status) through positive interaction among participants in physical activity. Students understand that cooperation promotes success in activity settings.	PE.K.5.1-4	PE.1.5.1-4	PE.2.5.1-4	PE.3.5.1+4	PE.4.5.1-4	PE.5.5.1-5	PE.6.5.1-4
Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. The intrinsic benefit of participation is for students to enjoy being physically active.	PE.K.6.1-3	PE.1.6.1-4	PE.2.6.1-3	PE.3.6.1-3	PE.4.6.1-3	PE.5.6.1-4	PE.6.6.1-3

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

…….

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

KEY

Introduce Skill Develop Skill of Skill

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

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

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

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

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

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

Creates/edits address book							
Attaches, receives, and opens attachments using appropriate format and extension							

ATTACHMENT 9

Academic and Exit Standards

Exit Standards for Learning Outcomes: Grades K-6

Primary Division Learning Outcomes

Grades K-2

- Be proficient in all Grade 2 Indiana State/ Common Core Standards for English/ Language Arts, Mathematics, Science, and Social Studies

- Meet **HIAT** curriculum grade level standards as determined by class work, homework, and assessments

Additionally, students will be able to:

- Show literacy mastery based on all of the five elements of Reading (phonological awareness, phonics, vocabulary, fluency, and comprehension) as confirmed through DIBELS assessment (as aligned with the state standards)

- Demonstrate a masterly level in writing which includes Processes and Features, Applications, English Language Conventions, skills, strategies, and applications for listening and speaking (as aligned with the state standards)

- Write age-appropriate fiction and nonfiction stories

- Deliver an effective classroom speech about self

- Have a mastery level in the basic Math core areas which include number sense, computation, Algebra and Functions, Geometry, measurement and problem solving (as aligned with state standards)

- Write and illustrate an original story using one of the core areas in math

- Demonstrate a mastery level in the basic Science core areas which include Physical Science, Earth and Space Science, Life Science, and Science Engineering and Technology (as aligned with the standards)

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

- Demonstrate a mastery level in the basic Social Studies core areas which include History, Civics and Government, Geography, and Economics (as aligned with the state standards)

- Create a timeline that demonstrates familiarity with basic skill acquired
- Demonstrate a mastery level while identifying and making connections between knowledge and skill in visual arts, theatre arts, music, and dance, and all other subject areas such as humanities, sciences, and technology (as aligned with the state standards)
- Demonstrate the ability to create a work of art utilizing concepts and subject matter of visual art and other disciplines
- Identify basic musical terms and symbols and interpret through singing, playing, or movement
- Use age-appropriate theatre vocabulary to critique what they see, hear, and understand
- Demonstrate self-control in creative dance activities and identify increased knowledge of fitness benefits of participation
- Demonstrate a mastery level of responsible personal and social that will show respect towards self and others and physical activity settings (as aligned with the state standards)
- Develop respect for individual similarities and differences through positive interaction and participation among participates and physical activities
- Develop a working knowledge of computer use and be able to use tools to create objects and insert graphics into an application
- Use the draw tools to create covers for books

- Maintains 90% or higher attendance
- Follow classroom and school rules appropriately
- Makes age appropriate decisions
- Form age appropriate relationships

Intermediate Division Learning Outcomes

Grades 3 - 5

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

Additionally, students will be able to:

- Show literacy mastery based on all of the five elements of Reading which are word recognition, fluency, vocabulary development, reading and analysis nonfiction, informational and literary text (aligned with the state standards)

- Demonstrate a mastery level in writing which includes writing processes and features, writing applications that include different types of writing and their characteristics, English Language Convections, skills, strategies, and applications for listening and speaking (aligned with the state standards)

- Identify facts and opinions in a newspaper editorial or editorial page writer's column

- Write well-developed fictional stories and nonfiction pieces

- Effectively deliver speeches and presentations

- Have a mastery level in the basic Math core areas which include number sense, computation, Algebra and Functions, Geometry, Measurement, Data Analysis and Probability, and Problem Solving (as aligned with state standards)

- Add and subtract with money in decimal notation

- Demonstrate a mastery level in the basic Science core areas which include Physical Science, Earth and Space Science, Life Science, and Science Engineering and Technology (as aligned with state standards)

- Choose, plan, and present a science experiment that demonstrates knowledge of the scientific method

- Demonstrate a mastery level in the basic Social Studies core areas which include History, Civics and Government, Geography, and Economics (as aligned with the state standards)

- Using research tools students will formulate historical questions from encounters with primary sources and then identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nations cultural landscape

- Demonstrate a mastery level while identifying and making connections between knowledge and skill in visual arts, theatre arts, music, and dance, and all other subject areas such as humanities, sciences, and technology (as aligned with the state standards)

- Identify themes and symbols used in works of art and artifacts throughout history that portray shared human experiences

- Recognize various roles of musicians in American society

- Collaborate on a script depicting contrasting attitudes of a historical event

- List and identify associated careers such as dance therapy, dance journalism, and dance instruction in a variety of settings such as schools, fitness centers, community centers, retirement communities that service special populations

- Develop age appropriate motor skills, movement patterns and concepts, and health enhanced physical fitness as well as the value of physical activity for personal and group activities (as aligned with the state standards)

- Create a journal that incorporate physical activities with friends and family during leisure time
- Able to work in groups sharing mutual learning outcomes, goals, and presentations
- Demonstrate technological proficiency in internet research, keyboarding, developing simple power point presentations and desktop publishing of brochures
- Create a brochure about a historical event
- Makes age appropriate decisions
- Form age appropriate relationships
- Maintain 90% or higher attendance
- Follow classroom procedures and school rules appropriately

Upper Division Learning Outcomes

Grade 6

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

Additionally, students will be able to:

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

- Describe common characteristics of different types of fiction such as folklore, mystery, science fiction, adventure, biography and provide examples of each type of books read by students in the class

- Write a review of a favorite book or film for a classroom writer's workshop

- Have a mastery level in the basic Math core areas which include number sense, computation, Algebra and Functions, Geometry, Measurement, Data Analysis and Probability, and Problem Solving (aligned with the state standards)

- Use research data to estimate the probability of future events

- Demonstrate a mastery level in the basic Science core areas which include Physical Science, Earth and Space Science, Life Science, and Science Engineering and Technology (aligned with the state standards)

- Construct a simple device that uses potential or kinetic energy to perform work

- Demonstrate a mastery level in the basic Social Studies core areas which include History, Civics and Government, Geography, and Economic (aligned with the state standards)

- Collect data and create maps, graphs, or spreadsheets, showing the impact of immigration patterns

- Demonstrate a mastery level while identifying and making connections between knowledge and skill in visual arts, theatre arts, music, and dance, and all other subject areas such as humanities, sciences, and technology (aligned with the state standards)

- Create an original culminating "*graduation project*" in visual arts, music or drama

- Continue to develop age appropriate motor skills, movement patterns and concepts, and health enhanced physical fitness as well as the value of physical activity for personal and group activities (aligned with the state standards)

- Write a two page paper, create a power point, or video tape testimonial about how it feels to successfully master a new physical skill: identify the skills learned from participating in a new physical activity; and /or describe games or sports that can provide opportunities for individual of all skill levels to participate

- Demonstrate technological proficiency in research, keyboarding, developing a power point presentation, desktop publishing, spreadsheets and their applications and publishing elementary web pages

- Collect, input, analyze, organize, and display data graphically in a 4 page paper

- Have a written career path designed including identification of three colleges that would support the student's career interests

- Makes age appropriate decisions

- Forms age appropriate relationships

- Maintains 90% or higher attendance

- Follow classroom procedures and school rules appropriately

…..and has Acquired 21st century skills which show that a HIAT graduate can:

Collaborate *with others effectively while,*

Demonstrating ***critical thinking*** *strategies and abilities to*

Think and solve problems that can be effectively

Communicate *through speaking and making publications.*

Attachment 10

School Calendar and Schedule

Daily Schedule
Kindergarten and First Grade

In grades K-1, the morning routine will focus on the literacy block with attention to small group instruction, individual learning, using technology, and individual/paired work. This will provide the opportunity for learners to not only learn to work independently, but in small groups as well.

It is important to note that the schedule below has been developed for Kindergarten and First Grade. The same format will be used for Grade 2 – Grade 3 with changes that will reflect times.

Daily Schedule K-1

Time	Activity		
8:00-8:15	Independent Daily Tasks (Journal work, etc.)		
	HIAT Scholar Time (Pledge, Announcements, Character Education)		
8:15-10:00	Arts-Integrated Reading/Language Arts/Social Studies		
	Whole Group Literacy Instruction - Scott Foresman		
	Rotation Schedule		
10:00-11:00	Group A	Group B	Group C
	Individualized Learning with Technology	Individual/ Paired Work	Small Group Learning with Teacher
	Small Group Learning with Teacher	Individualized Learning with Technology	Individual /Paired Work
	Individual/ Paired Work	Small Group Learning with Teacher	Individualized Learning with Technology
11:00-11:15	Closure to Daily Literacy Block		

11:15-12:00	Lunch and Recess		
12:00-12:45	Arts Integrated Math/ Science		
	Whole Group Math Instruction –Scott Foresman		
	Rotation Schedule		
	Group A	Group B	Group C
	Individual Learning with Technology	Individual /Paired Work	Small Group Work with Teacher
	Small Group Work with Teacher	Individual Learning with Technology	Individual /Paired Work
	Individual /Paired Work	Small Group Work with Teacher	Individual Learning with Technology
12:45-1:30	Plan-Collaboration/Encore Classes (Art, Music, Theatre Arts, Dance, P. E., & Computer)		
1:30-2:15	Intervention/Enrichment		
2:15-2:55	Arts-Integrated Math/Science		

Rotation Schedule Continued

		Group B	Group C
2:55-3:00	Closure to Daily Math Block		
3:00-6:00	After School Program		

Daily Instructional Minutes K-3

Home Room – 15 minutes

English/Language Arts/Social Studies - 180 minutes

Math/Science – 90 minutes

Encore – 45 minutes

Intervention/Enrichment – 45 minutes

Lunch/Recess – 45 minutes

Total – 420 minutes

School begins: 8:00 am

School dismissal: 3:00 am

Total instructional days: 181

Daily Schedule
Fourth Grade

It is important to note that the schedule below has been developed for Fourth Grade. The same format will be used for Grade 5 – Grade 8 with changes that will reflect times.

Daily Schedule 4-8

Time	Activity
8:00-8:15	Independent Daily Tasks (Journal work, etc.)
	HIAT Scholar Time (Pledge, Announcements, Character Education)
8:15-9:45	Arts-Integrated Reading/Language Arts
	Instruction - Scott Foresman
9:45-11:15	Arts-Integrated Math
	Instruction –Scott Foresman

11:15-12:00	Intervention/Enrichment
	Daily Instructional Minutes 4-8
12:00-12:45	Recess/Lunch
12:45- 2:15	Arts-Integrated Science/Social Studies
2:15-3:00	Plan-Collaboration/Encore Classes (Art, Music, Theatre Arts, Dance, P. E., & Computer)
3:00-6:00	After School Program

Home Room – 15 minutes

English/Language Arts - 90 minutes

Math – 90 minutes

Encore – 45 minutes

Intervention/Enrichment – 45 minutes

Lunch/Recess – 45 minutes

Science/Social Studies - 90 minutes

Total – 420 minutes

School begins: 8:00 am

School dismissal: 3:00 am

Total instructional days: 181

HIAT's PROPOSED CALENDAR

(One year prior to opening and the first year of school)

September 7, 2015

- Submit Application to ICSB

October 7 – October 21, 2015

- Applicant Capacity Interviews

October 19-30, 2015

- Public Hearing

Week of November 16, 2015 (Date TBD)

- Indiana Charter School Board Meeting

November , 2015

- Execute charter with ICSB

November & December, 2015

- Begin staff planning for school opening
- Apply for school identification number through STN support center

- Call department of data collections to set up the student test number
- Call charter school specialist to request an application for the PCSP
- Call the office of school finance for Per Pupil funding (Basic Grant), state student enrollment, Count Date schedule, the Start-Up Grant, the Full Day Kindergarten Grant, the Common School Fund
- Call the ISDH for procedures for school facility
- Contact office of school nutrition for selecting food service provider
- Review State Board of Accounts requirements
- Contact IDOE School Health Services for setting up a health service plan
- Contact IDOE School Safety Department for an emergency preparedness plan
- Contact IDOE Transportation Department for student traffic plans
- Contact IDOE Special Education Department to ensure serving the special needs of all enrolled students
- Contact IDOE English Language Learner's Department to implement programs for ELL
- Register via the internet for online Learning Connections
- Update web page
- Create technology plan and IT infrastructure

January, 2016

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

February 2016

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

March, 2016

- Interview and prepare to hire administrative staff, arts and technology support, and teaching staff
- Administrative staff selections

April, 2016

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

May, 2016

- Secure facility site
- Finalize and sign lease contract
- Access current interest families and communicate HIAT's opening
- Market surrounding areas of HIAT's opening with the media
- Publicize upcoming opening of school
- Finalize grant applications for school
- Plan fundraising for school opening
- Contact list of interested potential donors
- Secure financing of grants
- Renovate facility if needed
- Sign contractors
- Develop construction documents
- Attain building permits

- Insure key construction
- Milestones are met
- Negotiate/coordinate daily operations with landlord

June, 2016

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

July, 2016

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

August, 2016

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

- August 1 - Implement professional development
- August 8 - Teacher orientation
- August 15 - Back to school night
- August 17 – First day of school

September, 2016

- September 5 – Labor Day, No school
- September 23 – Professional Development for teachers
  Half day for students

October, 2016

- October 20 - End of quarter (45 instructional days)
- October 25 – Parent/Teacher Conference / No school for students
- October 21 - 24 – Fall break/No school

November, 2016

- November 23-Professional Development for teachers
  Half day for students
- November 24 & 25 – Thanksgiving break/No school

December, 2016

- December 19 – Winter break/No school

January, 2017

- January 2 – School resumes
- January 16 – Martin Luther King Day/No school
- January 17 – End of quarter (45 instructional days)
- January 20 – Professional Development for teachers
  Half day for students

February, 2017

- February 17 – Professional Development for teachers/No school for students
- February 20 – President's Day/No school

March, 2017

- March 24 – End of quarter (45 1/2 instructional days)
- March 28 – Parent/Teacher Conference / No school for students
- March 31 - Professional Development for teachers/No school for students

April, 2017

- April 14 – 21 – Spring break
- April 24 – School Resumes

May, 2017

- May 29 – Memorial Day/No school

June, 2017

July 5: Principal and office staff begin
July 11: Staff selection process begins
July 25: Staff selection process complete

July 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 1: Professional Development begins running to August 12
August 15: Back to School Night
August 17: First day of school for students

- June 9 – Last day of school (45 instructional days)
- June 14 – Last day for teachers

September 5: Labor Day/No school
September 23: Professional Development for teachers/1/2 day for students

September 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

October 22: End of quarter (451/2 instructional days)
October 21-24: Fall break/No school
October 25: Parent Teacher Conference/ No school for students

November 23: Professional Development for teachers/No school for students
November 24-25: Thanksgiving break/No school

November 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December 19-December 30: Winter break/No school

January 2: School resumes
January 16: Martin Luther King Day/No school
January 17: End of quarter (45 instructional days)
January 20: Professional Development for teachers/1/2 day for students

January 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

February 17: Professional Development for teachers/No school for students
February 20: President's Day/No school

March 24: End of quarter (45 1/2 instructional days)
March 30: Parent/Teacher Conference/ No school for students
March 31: Professional Development for teachers/No school for students

March 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

April 14-21: Spring break/No school
April 24: School resumes

May 29: Memorial Day/No school

May 2017						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13

June 2017						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10

June 9: Last day of school (45 instructional days)
June 14: Last day for teachers

***Report cards mailed or sent home**

14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Total instructional days 181

Overview of Academic and Non-Academic Programs

Academics

English & Language Arts

Arts-Integrated ELA instruction will take place in extended uninterrupted literacy blocks of a minimum of 150 minutes, using Pearson Scott Foresman (Reading Streets) materials as the core reading program. Instruction is delivered using a Balanced Literacy Workshop approach where students spend equal amounts of time reading, writing, spelling, speaking and listening. Whole group literacy instruction will set the pace for the day with the teacher stating the daily goals. Reading differentiation will occur for all students within the 150-minute literacy block using a small group rotation schedule of individual learning with technology, individual/paired work, and small group learning with the teacher (Guided Reading). on a daily basis. *Paired Work* time allows students to work independently or with classmates on skills or a project. *Small Group Learning* time with the teacher will introduce new concepts and reinforce skills learned. This is also the time the teacher can make an assessment of student needs, evaluate, and prepare for the next day's individual learning. Closure to the daily literacy block will include a review of skills taught. Supplemental reading enrichment and intervention will occur for all students in addition to the 150-minute literacy block. Student placement in all reading instruction is data driven based on formative data.

Math

HIAT will use an Arts-Integrated Guided Math Workshop approach to instruction provided in an extended uninterrupted math block of a minimum of 90 minutes, using Pearson Scott Foresman (Envision) math materials as the core instructional program. Just as with the balanced literacy workshop framework, the math workshop framework begins with whole-group instruction before the small-group rotation schedule begins. Students spend equal amounts of time learning, geometry, number sense, algebra, computation and probability. Children will have opportunity to practice and maintain math skills by interacting with math manipulatives and interactive computer games. Math differentiation will occur for all students within the 90-minute math block using a small group rotation schedule of individual learning with technology,

individual/paired work, and small group learning with the teacher (Guided Math) on a daily basis. There will also be closure to the daily math block after the 90-minute period where students share their different strategies for answering certain types of math problems.

Science & Social Studies

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

Encore Classes:

Music

The music program at HIAT is designed to help develop intellectual and emotional communication skills, encourage cultural awareness and enrich society. The program will provide students the opportunity to develop their own musical gifts and interests, while developing an appreciation for music. Students involved in our in school/after school music program will have specific goals and objectives for each grade level that will support and enhance the vocal and instrumental musical ability and talents of students. It will also provide performance opportunities and exposure to different styles of music and instruments. Music Appreciation will be introduced by way of studying various musicians and genres. Music Appreciation will be introduced by way of studying various musicians and genres. (Leona Technology lesson plans will be integrated into the Encore Music program.) . "Sharla Sings" will partner offering; Choral Training, Vocal Coaching, Theory and Harmony, and Choir. Rubino's Music Center & Quilin & Fabish will partner with rental of musical instruments for band and orchestra and private lessons.

Theatre

The drama program at HIAT will allow students to increase critical thinking, memorization, awareness of self and others, and become comfortable with public speaking while writing, acting, directing, and performing other off stage tasks. Intermediate students will better develop their critical thinking skills, while analyzing stage performances. Performances will be scheduled throughout the year to allow students to showcase their skills. 'Jungle Dove Productions" will partner offering training in theater, drama presentations, with stage productions. Theater at the Center offers instruction and introductory stagecraft class, set design, technical theatre, and painting for the stage. Instruction in each of the classes will highlight the collaborative nature of theatre, the importance of problem solving in a group, personal responsibility, and integration of Math, Art, and hands-on innovation within the arts environment. The classes will be inclusive in the Encore and After School Program and integrated into the regular curriculum.

Visual Arts

Throughout HIAT, art is taught as a form of self-expression while teachers emphasize the process of art rather than the finished product. Students will be challenged to interpret and portray the world, whether real or imaginary, in ways that seem both satisfying and exciting. Students will learn to use tools safely and correctly while exploring and experimenting with varied media to create imaginative projects. Art appreciation will be introduced as a way of studying artists and art movements. Vision Arts teachers will teach the arts.

Dance

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

Physical Education

Physical education will be offered weekly to all students. The program will include participation in activities to develop and build motor skills, movement patterns, and concepts. Students will participate in regular physical activity, health enhancing physical fitness, while learning responsible personal and social behavior, while appreciating the value of physical activity. Students will learn to achieve and maintain a health enhancing level of physical fitness while also learning to become responsible for personal and social behavior. Students will learn the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction, and learn the benefit of cooperating with others. The Healthea Health Education will partner offering quarterly programs to promote good health through educational training, bodily exercises, and culminating activities for the community.

Technology

Technology class will give students a greater understanding on how to use educational software to enrich skills and concepts across the curriculum. As students attain knowledge and experience in computers, the skills learned will be used to present information by creating word documents for brochures, posters, and other multimedia presentations. National Educational Technology Standards (NETS) will be utilized in the development of Arts-Integrated thematic units and lessons as well as assessments for benchmarking achievement with regard to technology skills. Project based learning would cover all of the disciplines, such as visual arts, performing arts, literary arts. "Nancy Barsic of Success Schools' will partner offering a " Computer Lab which will available during regular school hours and after school in the "Encore classes. ***Inbox It*** services offer Professional Development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools. INBOX IT Services" will ensure that the atmosphere of HIAT is infused with advanced technology. The classrooms will be equipped with the latest technology gadgets such as; laptops, smartphones, IPADs, digital and video cameras, audio recorder, and tablets. "The Leona Group" technology program will be used by HIAT. (See Appendix II).

ATTACHMENT 11

Enrollment Policy

Attachment 11 - Enrollment Policy

Enrollment Policy

a. Admission requirements

- There will be an Informational Meeting for parents/guardian, or there will be a meeting with a representative of the school to learn about the school's philosophy, curriculum, and parental expectations.

- A completed and signed application is required.

- I.C.20-33-2-7 establishes a statewide entrance eligibility date for public school kindergarten; a student residing in Indiana enrolling in kindergarten must be five years of age on or before August 1 preceding the school year of enrollment. (Birth certificate and current immunization records required).

  Kindergarten Age Appeal Process:

  Children are eligible for participation in the early entrance appeal process if their fifth birthdays occur on or between August 2 and December 1.
  - Parents must begin process prior to the beginning of school
  - Children are admitted if they turn five on or before October 15, if space is available.
  - Children are assessed using NWEA and DIBELS assessment instruments.
  - The school director will make the final decision on these matters, recommending early entrance or a denial for an early entrance.

- Upon acceptance to HIAT, parents/guardian(s) will be required to provide more detailed information about applicant by completing an Admissions Packet including (procedural form(s), emergency information card, immunization records, other documents if applicable (e.g.

IEPs), and authorization for the school to request student records from the student's previous school, which include grades, discipline and attendance records. Parent participation forms and forms of interest in theatre arts, visual arts, dance, and music will be provided at time of registration.

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

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

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

Heritage Institute will utilize an MS EXCEL spreadsheet to track all students who express an interest in the school, by grade level, and those who return a completed application. We will also track those applicants who ultimately enroll in the school, and those that do not, with space to record reasons for not enrolling.

d. Policies and procedures for student:

- Waiting lists

f enrollment exceeds school capacity, students will be put on a waiting list. A lottery will be held to randomly select students. Students who are not selected through the primary lottery will be put on a waiting list. New applicants will be added to the end of the waiting list in the order received.

There are two limited deviations from a random selection process:

1. Once the initial student body is selected, priority will be given to siblings.

2. Once a student is enrolled at HIAT and remains in good standing, he/she will be permitted to enroll in succeeding school years.

- Withdrawals

HIAT will have an official withdrawal form for parents/guardians to fill out. The form will state the reason and date of withdrawal, and be placed in the student's permanent record. Student records will be sent to the receiving school as requested by school or parent/guardian.

- Re-enrollment

  Re-enrollment each year will be in the beginning of February. Parents/Guardians will be given a re-enrollment form for each child attending HIAT, and will have two (2) weeks to complete and return it in order to be guaranteed a spot for the upcoming school year. Acceptance letters will be mailed in May.

  If the deadline is missed for re-enrollment, the student will be considered a new student and procedures for new student applications will be followed.

- Students who have a sibling attending and returning to HIAT will be able to enroll and not have to participate in the lottery.

- Transfers

  Standard admission procedures will be followed for student transfers. Parents/Guardians must sign a record release form to obtain students records from previous school attended.

ATTACHMENT 12

Student Discipline Policy

Student Discipline Policy

Notification: Teachers will distribute the parent/student handbook on or before the first day of school.

A. 1) Prevention – Our major emphasis is to minimize the occurrences of inappropriate behavior through prevention. Such negative behavior is minimized through:

a. Competent, well-prepared teachers who actively engage students in the learning process.
b. On-going instruction and emphasis on character education as an integral part of the school curriculum.
c. A clear set of rules and expectations regarding student behavior understood by parents, students, and faculty.
d. **HIAT** will utilize the Positive Behavior Intervention Strategies (PBIS) system. Essentially this approach emphasizes the positive rewards of good behavior on the part of students. The first step involves a consensus on the part of the faculty and administration as to what the expectations of good behavior will be throughout the school. This key step ensures that there will be consistency among faculty in rewarding good behavior in a fair way. During the school week students are given cards when they are observed doing something generally accepted as "good" behavior. This might entail helping a fellow student or being considerate of others' feelings. The good behavior cards are placed in a jar and each Friday names are selected from that jar and small rewards are given.

2) Remediation – Students who do exhibit inappropriate behavior are provided with the following steps of remediation:

a. The teacher and/or school dean for discipline reminds the student as to the provision of **HIAT**'s discipline code and the potential consequences of poor behavior. Thus, a first warning is given.

b. A second infraction results in the consequences identified in the discipline code being administered.

c. A third infraction results in additional after-school character education or detention assignments.

d. Subsequent infractions may result in school suspension or school expulsion.

B. Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, the school staff shall determine the disciplinary action within the minimum/maximum range to which the student shall be subjected.

Discipline Policy

Policy Statement

The Heritage Institute of Arts and Technology (HIAT) is responsible for establishing and carrying out the following discipline policy. It is in stating this that HIAT wishes to ensure that the school environment is safe for all students. Furthermore, HIAT expects all students to accept full responsibility for their actions and behavior.

HIAT Discipline Code

The Heritage Institute of Arts and Technology expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment that promotes HIAT's philosophy of providing a college preparatory education for all students.

This discipline code applies to the actions of students during school hours, before and after school, while on school property, at all HIAT sponsored events and when the actions affect the mission of HIAT. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct disrupts the orderly educational process at HIAT.

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

- Age, health, maturity and academic placement of a student
- Prior conduct
- Attitude of a student
- Cooperation of parents
- Willingness to make restitution

- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, HIAT staff shall determine the disciplinary action within the minimum/maximum range to which the student shall be subjected.

CATEGORY I

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

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

Students who commit any of these acts are subject to an after school detention, as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to an in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).

CATEGORY II

These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at HIAT:

- Excessive truancy (absence without just cause)
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment or are disrespectful
- Insubordination (refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow state school rules and procedures
- Smoking on school property
- Acts that obstruct or interrupt the instructional process in the classroom
- Repeated refusal to participate in classroom activities or complete academic assignments
- Visible carrying of cell phones, pagers or other electronic devices
- Leaving the classroom without permission
- Cheating
- Plagiarism
- Bullying, including verbal harassment
- Initiating or participating in any unacceptable minor physical actions against another student
- Disrespect of school staff members
- HORSEPLAY

Students who commit any of these acts are subject to an after-school detention, and/or an in-school suspension as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a 5 day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by HIAT Administration. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service as commensurate with the seriousness of offense(s).

REPEATED VIOLATIONS OF CATEGORY II MAY RESULT IN STUDENTS SERVING MANDATORY SATURDAY SCHOOL.

CATEGORY III

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

- Fighting or threatening any student or staff member
- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property/graffiti
- Creating a false fire alarm
- Repeated Category I and Category II offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations/sexual harassment
- Use, possession, sale or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs

Students who commit any of these acts are subject to a maximum 10-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension

or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).

SUSPENSION AND EXPULSION

When a student's misconduct results in the need to suspend or expel a student, the following procedures shall be followed:

A. **Suspension Not Exceeding 10 School Days:** Students suspended for 10 days or less shall be afforded due process in the following manner:

   The student shall be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident.

B. **Suspension In Excess of 10 Days and Expulsion:** Students suspended for more than 10 school days and/or expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

   The Heritage Institute of Arts and Technology will request that the student's parents or guardian appear before the HIAT Charter Governing Board, an appointed hearing officer, or a Board representative. Such requests will be made by registered or certified mail and state the time, place and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, the right to present evidence and witnesses and school personnel. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the Board, the hearing may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least 1 school official, and Board's attorney at all times. Witnesses shall be admitted to a closed hearing to the extent necessary to testify. The Heritage Institute of Arts and Technology Governing Board will make the final decision on expulsion.

PROCEDURAL DISCIPLINE GUIDE FOR STUDENTS WITH DISABILITIES

The school director may suspend students with disabilities for disciplinary reasons and cease educational services for up to 10 consecutive or 10 cumulative school days in 1 school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed 10 cumulative school days, the following regulations apply.

1. HIAT staff must provide written notice to the parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within 10 days of the date of misconduct.
2. The IEP team must:

    A. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of a student's disability if:

        1) The student was given appropriate special education supplementary aids and intervention strategies, and
        2) The disability does not impair the ability to control behavior.

    B. Review and revise, if necessary, the behavior intervention plan or, as necessary develop a functional behavior assessment and intervention plan to address the misconduct.
    C. Include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.
    D. Determine the appropriateness of an interim educational setting.

If the student's behavior **is not** a manifestation of the disability, school staff may apply the HIAT discipline code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior **is** a manifestation of the disability, the student's placement may be changed to an appropriate interim educational setting for 45 days if the student carried a weapon to school or to a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself/herself or others.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

New federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by HIAT staff with the Gary Community School Corporation's Department of Due Process is necessary. Without such consultation and approval from the Department, the current procedures limiting suspensions from disabled students to 10 days in a school year will continue to apply.

Parent Involvement

Parents are more than welcome to come and visit their child's school, however, visits to your child's classroom must be scheduled with the school Director and classroom teacher. The visit should be at a time and of such a nature as to present no interruption of the teaching/learning process. This procedure is necessary to prevent the disruption of classroom learning.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school offi-cial] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without con-sent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5901

Parent/Guardian School Agreement Form

Please sign your initials on the lines following each section title from the Parent-Student Handbook.

We have read and understand the information contained in the section titled:

	Parent/Guardian
Parent/Guardian Letter	_____
School Hours	_____
Enrollment	_____
Health Service Information	_____
Attendance	_____
Assessment and Promotion	_____
Student Enrichment	_____
Technology Acceptable Use Policy	_____
General Information (Cell Phone & Uniform Guidelines)	_____
Policy Enforcement	_____

- *We have read the Parent-Student Handbook and agree that we will abide by all rules, regulations and policies of Heritage Institute of Arts and Technology managed by the Heritage Institute of Arts and Technology (HIAT). We fully understand that non-adherence to these rules, regulations and policies by children enrolled in the schools or by their parent(s) or guardian(s) may result a child's expulsion from the schools.*

Signature of Parent/Guardian: _____ Date: _____

Name of Student: _____

ATTATCHMENT 13
Evidence of Support from Community Partners

ATTACHMENT 13

Evidence of Support from Community Partner

HIAT's goal is to shape strategies to increase community engagement and ensure parental involvement. It is important to HIAT to establish involvement activities, awareness, partnership, focused communication and opportunities that meets the schools goals of children's academic progress.

Currently, the mission and educational program of Heritage Institute are well understood and passionately supported by the community. We have had community meetings bringing together students, parents and educators in order to define HIAT's goals and establish a commitment to HIAT. We plan to make this an annual occurrence. We also have established connections with professional groups, and the technology, visual and performing arts community. These partners will be invited to participate in expanding the Arts & Technology Advisory Board, which will meet quarterly. HIAT developed and distributed a spreadsheet inclusive of an E-Newsletter emailing nearly 300 businesses with reference to the community meetings to addresses acquired from the Chamber of Commerce. A Power Point presentation that highlighted HIAT's vision, mission, and purpose was introduced with an overwhelmingly positive response. Brochures, flyers, promotional posters and items were created and distributed to promote school interest and serve as advertisement.

Several organizations have expressed interest in collaborating with HIAT and the board continues to seek collaborations to support implementation of HIAT's curriculum and programs. Organizations that have expressed collaborative interest include the Indiana Ballet Theatre Northwest, Rubino's Music Center, Theatre at the Center, Sharla Sings, Bekkami Productions, Jungle Dove Productions, and Quilan & Fabish which could offer opportunities to enhance the creative arts programs and integrated curriculum. The Healthea Health Education could offer quarterly programs to promote good health through educational training, bodily exercises, and culminating activities for the community. InBox IT services offers Professional Development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools. Additionally, a total of over twenty thousand dollars in in-kind gifts and library equipment have been donated to show community support from organizations including AWSG Inc., Meijers, Inc., Barnes & Noble's, C & D Decisions, Spill the Bean, Quality Ingredients, Lake County Library, and The Nonprofit Department of Indiana University Northwest. HIAT's Executive Director, Staff, and Board of Directors will continually seek community partnerships that will enhance the instructional program and support the vision. External partnerships and resources will be explored and, when appropriate, will work in collaboration with HIAT's Encore programs.

Rubino's Music Center offers rental of instruments and will give on site lessons to students after school. The lessons will be 45 minutes, once a week. Rubino's offers Beginning, Intermediate, and Advanced classes with instruments and vocals. Depending on the level of the student, he/she will learn: to read and write music, how to communicate through music, music theory, how to play and take care of a musical instrument, how to play with others in band and/or orchestra, and students will be trained in sound engineering. Students may produce CD and/or music video.

Indiana Ballet Theater of Northwest Indiana A partnership between HIAT and the Indiana Ballet Theater will help move HIAT forward in the performing arts program and is valuable because HIAT will receive expert advice and consultation for no fee. Indiana Ballet Theater of Northwest Indiana will also provide services such as, dance instruction in the "Encore Program and After School Program", which will consist of art instruction involving technique for all students and the afterschool program which involves choreography and will be offered by choice. Instruction will portrays the benefits of dance, broaden the mind, enhance self-esteem, guide students to be more career-minded, encompass embracing of the senses of touch and using the body and the mind, and assist in anger management, problem solving, and expression of emotions. Indiana Ballet Theater will offer professional development quarterly for teachers and prior to the opening of school instruction to reinforce lessons for "Encore Program". Indiana Ballet Theater will be an intricate part of HIATs success in the performing arts strategic plan and supporting the implementation of a standards-integrated arts curriculum.

Theatre at the Center offers instruction and introductory stagecraft class, set design, technical theatre, and painting for the stage. Instruction in each of the classes will highlight the collaborative nature of theatre, the importance of problem solving in a group, personal responsibility, and integration of Math, Art, and hands-on innovation within the arts environment. The classes will be inclusive in the Encore and After School Program and integrated into the regular curriculum.

Should these partnerships not materialize a contingency plan for providing extracurricular arts and music programs will be created by HIAT's Music, Art, Theatre, and Dance teachers, utilizing their areas of expertise which will be reflected in the budget.

Additionally, a total of over twenty thousand dollars in in-kind gifts, donations, library equipment, to show their support Community Support Organizations included, AWSG Inc., Meijers, Inc., Barnes & Noble's, C & D Decisions, "Spill the Beans" Quality Ingredients, Lake County Library, and The Nonprofit Department of Indiana University Northwest. HIAT will partner with "The Rubino Music Center" for professional lessons within the Encore classes and the afterschool program. The after school program will consist of activities for grades K-4 with parent education, family celebrations, and summer programs open to the community. The specific objectives to be measured will be increased math and language arts scores as well as attendance and other behavior measures. This program will consist of providing HIAT afterschool services and summer school programs.
A Facebook fan page, "Heritage Institute of Arts & Technology", has been created that currently has over three hundred fans and continues growing. Visitors have expressed both support and interest in HIAT's passion for arts and technology. A HIAT Video Promo has been created to introduce to parents and the community the mission and

vision of HIAT and can be viewed at: http://www.youtube.com/watch?v=AQUAhZ72i7c The email address for HIAT is heritage.institute@yahoo.com and the website is www.the-hiat.org. Also, over 500 signatures were gathered on a petition in support of Heritage Institute, where the partners, prospective parents and students expressed passion and enthusiasm should a charter be granted to HIAT. A data base consisting of over 150 parents have completed applications that total a tentative enrollment of 260 students. HIAT continues to provide information on charter school development to interested parents and community members through its website and social media as well as community activities such as parent rallies and an Easter Egg Hunt in the park attended by over a hundred children.

Teaching Artist and Arts Partnership HIAT envisions partnering with local Visual & Performing Arts Schools where resident artists teach as part of their school and to provide local guest teaching artist to contribute to the arts integration and provide a broader scope of all art forms. HIAT's model for arts integration, as a curricular area, will provide rich opportunities for teaching artists to define and refine their work with students and teachers. Within our contingency plan, it is our goal to move the arts integration to help core content teachers to discuss, learn, experience, plan and teach with art specialist. HIAT envisions partnering with local tech schools, using the same partnering approach, to enhance integration of technology.

Jungle Dove Productions: will offer creative writing to students to write and produce plays and skits utilizing their creative abilities with innovation. The creative writing blends academic and creative expression that will inspire students, express self-identities and expand student's literary knowledge. Students will enjoy and expand their technology know-how in different kinds of technology spaces. Students will learn in areas of; capturing moving images, electronic media, videotaping, media storage, streaming media, and editing media. Videography with editing, Jungle Dove Productions will use a software program called I-Movie 10.

Inbox It services offer Professional Development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools. INBOX IT Services" will ensure that the atmosphere of HIAT is infused with advanced technology. The classrooms will be equipped with the latest technology gadgets such as; laptops, smartphones, IPADs, digital and video cameras, audio recorder, and tablets.

C&D Decisions C&D Decisions will provide services to effectively implement an entrepreneur to design and market various school brand items. Students will be allowed to learn the process of becoming entrepreneurs through hands-on training and assist in creating items for HIAT which will be utilized in fundraising. C&D Decisions will also manage a HIAT Book Store displaying HIAT's students' projects and provide uniforms for the students and staff.

Sharla Sings will offer Choral Music, Vocal Coaching & Voice Lessons- Students will be able to learn to read music, sing songs in harmony, perform in two concerts each year and receive vocal coaching in the classroom. Students will be able to record music, songs, commercials, jingles, speeches etc. Private voice lessons will be offered after school two days each week.

Bekkami Production is privately ran by Beverly Kimani. She is a licensed music and elementary education teacher, who will offer group and private lessons during the afternoon and after school hours throughout the year in general music, stringed instruments, keyboard, vocal music and music theory. Through music, she will reinforce writing, reading, math, and social studies skills. Students will learn to read and write music, sing on pitch, sing solo or with a group, and play and care for instruments. Students will perform in plays, musicals, and for various occasions.

Quilan & Fabish will offer Band/Orchestra Lessons - Students will be trained to play string, woodwind, and brass instruments combined with mastering the ability to site read music. They will have the opportunity to display their skills and talents during seasonal concert performances. Instruments, Music materials, and acoustics for the classroom will be purchased for the students. HIAT will build a partnership with Quilan & Fabish to extend the music after school programs and to provide services within school hours to enhance the integration of music. Quilan & Fabish is included within our contingency plan and expansion services to broaden HIAT's community partnerships and diversity in the art of music.

Healthea Health Education will develop a program designed to build a healthy body, mind and spirit for the whole school. These programs will consist of instilling healthy eating for all by allowing students to create gardens growing organic foods and use the foods in their meals at school, home, and for fundraisers. Quarterly programs will be presented to continue to promote good health through educational training, bodily exercises, and culminating activities for the community. Connecting individuals, families to each other and the community, will help children, youth, adults and seniors live more productive, healthy and engaged lives.

Process to Ensure Community Involvement

Representatives from the business community and/or HIAT's community partners shall serve as voting members of the schools Board of Directors. The school's Executive Director, staff and Board of Directors will continually seek community partnerships that will enhance the instructional program and support the vision of HIAT. External partnerships and resources will be explored and, when appropriate, will work in collaboration with HIAT's Encore programs.

LETTERS OF SUPPORT

July 13, 2015
Gloria R. Tuohy MDE
Indiana Ballet Theatre NW Inc.
8888 Louisiana Street
Merrillville, Indiana 46410

Indiana Charter School Board:
It is our pleasure to write a letter in support of The Heritage Institute of Arts and Technology. We at Indiana Ballet Theatre believe that The Heritage Institute of Arts and Technology would be a great asset to our community and the children and families that it will serve, now and into the future. Educators have fully recognized the need for change; having dedicated leaders prepared to take action on that change means a brighter future for the region.

Sincerely,
Gloria Tuohy
Gloria Tuohy,
Founder and Artistic Director

219-755-4444
ibtnw@hotmail.com
ibtnw.org

Sharla Sings Ministries

Indiana Charter School Board

July 13, 2015

My name is Sharla C. Williams and I am the parent of a graduate that attended Merrillville High School in Merrillville Indiana. I am very concerned about the educational landscape in our community. With that in mind, I am writing on behalf of Heritage Institute of Arts and Technology. I am very excited after observing the progress of Dr. Darlene Henderson and her board as they pursue a charter to bring this quality institution of learning into our community. The community meeting that was held at "Spill the Beans" in Merrillville, IN, demonstrated the commitment, knowledge, and passion that Heritage Institute of Arts and Technology will bring to the children of this area.

Since my son has been of school age, I have struggled to afford private schools in an effort to provide him with a quality educational experience. Parents in this will now have the opportunity to access a state of the art school that is the caliber of a Chicago Magnet School or a specialized school without the cost of tuition. This school is greatly needed and will improve other schools because parents will have an alternative, and will cause competition. Healthy competition will bring about improvement. The real winner in this effort is the children of our community. I applaud Dr. Darlene Henderson and her team. I look forward to helping them with my experience as a Christian Recording Artist. I will offer Choral Music, Vocal Coaching & Voice Lessons. Students will be able to learn to read music, sing songs in harmony, perform in two concerts each year and receive vocal coaching in the classroom. Students will be able to record music, songs, commercials, jingles, speeches etc. Private voice lessons will be offered after school two days each week.

Sincerely,

Sharla C. Williams, M. Ed.

SharlaC.Williams, M.Ed.

Attorney At Law

July 13, 2015

Indiana Charter School Board

To Whom It May Concern:
I am pleased to write the Letter of Support on behalf of "The Heritage Institute of Arts and Technology". Surely, I join the ranks of many other individuals in our community who recognize the desperate need to provide our children with not only a well-rounded educational experience in a rich academic environment, but also one that particularly promotes the art and technology.

When I was matriculating through elementary, middle, and high schools, I actively participated in several performing arts ensembles; particularly, orchestra, jazz band, marching band, and drama. I likewise benefitted from the creative arts; namely, creating writing and newspaper. Since my tenure in elementary and secondary school, budget cuts have forced many school districts to discontinue the very programs that helped not only to complete my academic experience, but also to lay the solid foundation upon which I have built my career. Anticipated budget restraints and cuts in our public schools will surely continue to strain the remaining programs that cultivate self-expression. I take the position that a community void of schools that embrace and support the creative and performing arts increases, exponentially, the capacity of frustrated and underdeveloped children whose behavior typically results and translates into acts of delinquency. As a public defender in the Lake County Juvenile Court, I see, daily children who are rich with talent and intelligence, but who lack the opportunity and the venue to so explore and express their talent.

The curriculum and culture offered by the Heritage Institute of Arts and Technology is the proverbial panacea that will address and otherwise moribund academic environment.
I strongly support Heritage Institute of Arts and Technology. I whole-heartedly encourage this Board to give Heritage Institute of Arts and Technology a favorable response.

Attorney At Law

Sincerely,

Joann M. Price
Joann M. Price
Attorney at Law

Quinlan & Fabish
MUSIC COMPANY

July 30, 2015

Indiana Charter School Board:

It is my pleasure to write a letter in support of The Heritage Institute of Arts and Technology. Quinlan & Fabish has been a very strong supporter of music education and the performing arts over many years. We understand the positive impact that a school such as The Heritage Institute of Arts and Technology can have on its students and the surrounding community. Quinlan & Fabish supports many fine school music programs throughout Indiana and the Midwest. We are pleased to offer our support to The Heritage Institute of Arts and Technology and all its future musical education endeavors.

Sincerely,

Steve Rehlander
Quinlan & Fabish Music Co.

A Trusted Partner in Music Education since 1888
Burr Ridge - Arlington Hts. - Montgomery (IL)
Valparaiso - Mishawaka - Ft. Wayne (IN)
Stevensville (MI) - Lafayette (IN)
800-63-SOUSA

The Directors' Stores

6827 High Grove Blvd. Burr Ridge, IL 60527 (630)-654-4111	59 W. Saunders Rd. Arlington Hts, IL 60005 (847) 253-5592	291 Montgomery Rd. Montgomery, IL 60538 (630) 906-6595	5719 St. Joseph Ave. Stevensville, MI 49127 (269) 429-6232
2601 Cumberland Dr. Valparaiso, IN 46383 (219) 462-5086	1301 Sagamore Pkwy. N Lafayette, IN 47904 (765) 543-0515	130 W. Edison Rd. Mishawaka, IN 46545 (574) 293-6332	3678 Wells St. Fort Wayne, IN 46808 (260) 482-9669

decisions50@yahoo.com 219-789-3058

July 13, 2015

Claude Williams
C & D Decisions
1610 East 86th Court
Merrillville, Indiana 46410

Indiana Charter School Board:

It is our pleasure to write a letter in support of The Heritage Institute of Arts & Technology (HIAT) We at ***C&D Decisions*** believe that Heritage Institute of Arts and Technology would be a great asset to the community. ***C&D Decisions*** will provide services to effectively implement an entrepreneur to design and market various school brand items. Students will be allowed to learn the process of becoming entrepreneurs through hands-on training and assist in creating items for HIAT which will be utilized in fundraising. C&D Decisions will also manage a HIAT Book Store displaying HIAT's students' projects and provide uniforms for the students and staff.

Sincerely,
Claude & Debra Williams
Owners of C&D Decisions

February 22, 2015

Dear Indiana Charter School Board

We are writing this letter to show our support for the Heritage Institute of Arts and Technology. As parents, we at Inbox IT Services understand the demand for quality education in our community.

With the changing trends in education it is vital to continuously innovate and to present a learning environment that will be conducive for the way children learn today.

We at Inbox IT Services are committed to bringing a 21st century learning environment to the classroom and we fully support the Heritage Institute of Arts and Technology's commitment to introducing Arts and Technology to our youth.

Whether using Interactive Whiteboard Technology to take a Virtual Field trip or using Student Response systems to administer a pop quiz, technology will allow teachers to create a more dynamic learning environment for our children.

With over 25 years' experience innovating and managing technology solution we at Inbox IT Services are fully aware of the prominent role technology plays in our lives and are fully committed to assisting the Heritage Institute for Arts and Technology in their efforts to brighten the minds of our youth.

We will assist the Heritage Institute of Arts and Technology by offering a unified communication system including telephones, email and internet based team collaboration services.

We will also provide age appropriate turn-key classroom technology solutions such as Interactive Whiteboards, Mobile Computer Labs, Interactive Smart Tables, eReaders, online collaboration system for parents, Student Response systems for assessing children's progress and digital signage to keep Parents and students up to date on current news.

In conclusion, we are excited and committed to assisting Heritage Institute of Arts and Technology with their efforts to provide a quality 21st century education to our youth.

inbox it services

7048 East Ridge Road, Hobart, IN 46342 | p 219.813.9105 or 219.981.8887 | f 219.983.1543

www.InboxITServices.com | info@inboxitservices.com

Healthea Health Education HHE

February 24, 2015

Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

Dear Indiana Charter School Board,

As a provider of health education and life skills to youth in the Chicago and greater metropolitan community, as well as Indiana, I am contacting you to urge your support of the Heritage Institute of Arts & Technology. We see first-hand everyday how youth respond to being offered a rich and robust curriculum that includes the arts and technology in-school and after-school.

Youth who are offered instruction in the arts gain confidence and self-esteem and learn to express themselves in new ways. Additionally, research indicates that at-risk youth who participate in the arts not only gain confidence and self-esteem, but are less likely to drop-out of school.

As educators around the country struggle to reinvent ways to excite youth around learning, we feel positive that the Heritage Institute of Arts & Technology will not only offer superior academic programming to its students, but the motivation for them to learn and excel in ways unimaginable through a traditional curriculum. We look forward to working with them to lend our support in their efforts and hope you see the value of offering this enriching educational arts & technology school for youth in your community.

Sincerely,

Althea T. Motley

Althea T. Motley, MPH
Director

Jungle Dove *Productions*

August 20, 2015

Mary Charlotte White-Collins

To: Indiana Charter School Board,

It is the pleasure of Jungle Dove Productions to show support of The Heritage Institute of Arts and Technology. It is the belief of Jungle Dove Productions that (HIAT) will be an asset to the community in that most schools have taken the Arts curriculum out of the system. It is the intentions of Jungle Dove Productions to partner with (HIAT) once or twice a week, and to offer Creative Writing to the students of Heritage Arts & Technology whereby they will be able to write and produce plays and skits with the innovation of technology. The blending of academic and creative expression will inspire the students to express themselves in ways that will expand their literary knowledge. They will also enjoy expanding their technical know-how in capturing video and editing their footage and to make a short video and/or short movie. They will also learn media storage, and streaming media. They will learn to use a software program called I-Movie 10.

Sincerely,

Dr. Mary Charlotte White-Collins

Dr. Mary Charlotte White-Collins

THEATRE
AT THE CENTER

1040 Ridge Road
Munster, Indiana 46321
Admin: (219) 836-0422
Box Office: (219) 836-3255
TheatreAtTheCenter.com

September 3, 2015

Dr. Darlene L. Henderson
President and CEO
Heritage Institute of Arts and Technology

Dear Dr. Henderson,

It was very exciting to meet with you and learn about your dreams and ambitions for the Heritage Institute. As Theatre at the Center has a mission to create family cultural opportunities for the greater Northwest Indiana community, we fully support your program. The arts are essential to opening young people's vast reservoirs of imagination, intelligence and creativity. On the other side of the equation, without a firm grasp of technology, young people will not be able to advance in any chosen career, including the arts and humanities.

The ability to offer training and increase awareness of how the arts and technology can be harmonious partners is what makes the Heritage Institute an innovative educational institution. Your interest in enlisting partnerships with professional artists and cultural institutions such as Theatre at the Center will add a dimension to the worlds your students will be exploring and the possible career destinations that will be revealed to them. Our technical and production staff and the talented actors, directors, designers, musicians and choreographers we work with regularly will all be interested in finding ways to be involved as instructors, guest presenters and tour guides.

Your students will be invited to attend both young people's productions and age-appropriate Mainstage productions as our guests. Having already learned about the collaborative process that makes the stage magic happen, these young people will have a deeper appreciation of the finished products.

We wish you great fortune as you continue the planning, fundraising and student recruitment for the Heritage Institute. Don't hesitate to call on us for advice or assistance as your work proceeds.

Sincerely,

Richard Friedman

Richard Friedman
General Manager
Theatre at the Center
219/836-3397

Bekkami Productions

September 1, 2015

Indiana Charter School Board:

I am overjoyed to write this letter of support for The Heritage Institute of Arts and Technology. In my opinion, it is a venture that is long overdue. The arts make such a strong, positive impact on children and education. They help to build social and academic skills, while offering a source of expression and self confidence to students. The arts reinforce academic skills such as math, language, and history. Because of the time required for practice, studying the arts leaves very little time for negative activity in a the life of a student. Studying the arts enhances self discipline and the ability to focus. The advantages of studying the arts in education are numerous.

As a public school and private music teacher, local musician, and artist, I plan to partner with The Heritage Institute of Arts and Technology by offering private music lessons in violin and/or piano. Additionally, I would like to work with groups and ensembles, teaching and assisting them with building skills, performing, and participating in competitions. I plan to assist them during afternoon and some evening hours. Also, I will accompany them to most performances.

Conclusively, I look forward to this partnership. Growing and developing musicians and leaders has always been my passion.

Sincerely,

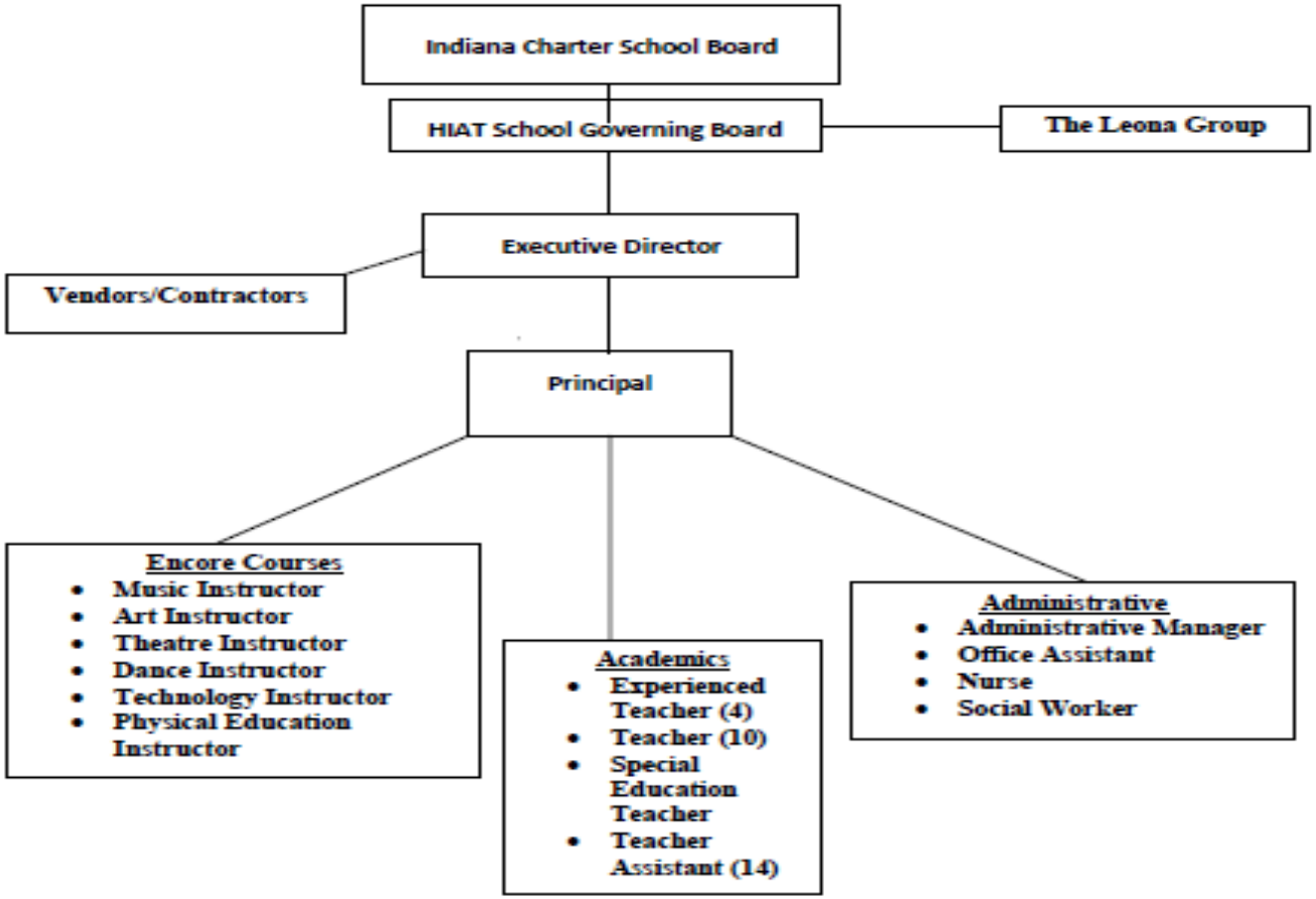
Beverly D. Kimani,
Bekkami Productions,

Offering Private Lessons,
String Clinics, and
Live Performances
for Formal Affairs

ATTACHMENT 14

Organizational Chart

SCHOOL STAFFING STRUCTURE - Attachment 14



*HIAT will have 14 Teacher Assistants that will be distributed as needed.

Roles and Responsibilities

HIAT School Board -HIAT's board primary responsibilities are to promote the mission and vision of the school and the educational philosophy. The board will lead in the strategic planning process and policy making and ensure that they are consistent with the education laws of the state of Indiana. The board is responsible to maintain a financial solvent and oversee the fund raising of the charter school; build a group of private and business financial supporters that facilitates the needed resources to support the school's educational programs and students learning and achievement. The board is responsible for ensuring the success and the standards are met for the school's programs, operations, professional staff, academic program, and statutory and regulatory requirements as in accordance to the charter.

Executive Director (ED)-The Executive Director is responsible to the Board for the proper administration of HIAT. He/she is responsible for achieving the school's mission by implementing school policies and administrative structures in collaboration with the Board, key leadership, faculty, administrative staff, students, and other key constituencies. This senior leadership role will be responsible for all aspects of administrative and business operations to ensure long-term sustainability. The ED is responsible of the development and execution of the overall school's initiatives. He/she ensures compliance with all state, federal, and policies related to charter schools in the state of Indiana. The Executive Director will be responsible for creating a positive learning environment by ensuring that all operational aspects of the school run smoothly and efficiently. The ED will work closely with the principal and will manage the school's administrative, compliance, financial, and technology operations. He/she is responsible with regard to the day-to-day management of areas including personnel, financial management, operational & organizational management and student achievement. The ED has the role for building the operational framework to achieve school's financial integrity, operational health, and the schools successful outcomes. The ED is responsible for paving the way for schools growth and processes that drive effectiveness and efficiency. The Director will oversee standard operating procedures, accountability tools to support compliance and the roll out of technology systems throughout the school.

The Leona Group Educational Services(TLG) - TLG Educational Services will assist in preparing for the opening of HIAT and maintaining compliance with the state. Areas of assistance will consist of: Identifying with potential lenders to acquire financing for short term acquisitions, and on funding for building construction inclusive of preparing architectural design and drawings and obtaining required permits. TLG Educational Services will guide the recruitment and interview process for faculty and staff, assisting with grant applications

including the PCSP planning grants. They will advise the Board of Directors on budgeting issues and in marketing the school for recruiting students, including designing and implementing the lottery. Technology entrepreneurs will assist with hardware and networking inclusive of web development.

Principal-The Principal will work closely with, and report directly to the ED. He/she will serve as the school's leadership figure and supports, encourages, and implements the mission of HIAT. The Principal defines and communicates the mission of the school, oversees curriculum and instruction, curriculum and equipment needs, monitors student progress, maintaining thorough, accurate, and accessible records for all information required for the ICSB and HIAT's governing board. The Principal is ultimately responsible for designated outcomes and is responsible for the academic and administrative success of all school programs. The Principal will ensure that the school is in compliance with all applicable governmental laws and regulations, including Common Core State Standards, Indiana State Standards, and the teaching of Core Knowledge Sequence. The principal coordinates and provides leadership for the development of core curricula at specified grade levels and subject areas, takes lead role in development, publication and maintenance of curriculum documents, and ensures that curricula are connected to rigorous, measurable targets for student mastery of knowledge, skills and understandings. He/she coordinates all standardized testing programs, supervises special education and general education RTI (response to intervention) programs, monitors student records (IEP and general education) for compliance to state and federal regulations, and is responsible for application for, monitoring of, and academic implementation of federal and state grant programs (ex. Title 1). He/she will provide leadership in developing and managing a strong and healthy school culture by internalizing the school's values. He/she will provide fair and consistent disciplinary consequences as outlined in the Student Discipline Code. The principal will maintain clear boundaries and professional demeanor while conducting/administering disciplinary consequences to students, disseminate all written documentation to parents, teachers and administrative staff in a timely manner, respond to all parent requests either in person, by telephone, in writing or by email concerning behavior related issues and/or concerns. Principal is responsible for managing the maintenance operations of the facility and reports to the Executive Director to support safety for HIAT's growing student population. He/she will oversee the building management, safety, and maintain facility maintenance operating standards.

Administrative Manager (AM)-The Administrative Manager reports to the Executive Director and inspires the mission of the school by building a shared vision of operational excellence. The school AM is entrusted and will manage the data of financial records, student records, and the functionality of the schools front office. He/she has broad responsibilities in regards to all confidential record keeping, office management, payroll and benefits, service providers, and financial transactions. He/she will manage the maintenance of records and finances in a manner consistent with administrative, ethical, legal and regulatory requirements of the educational system and the Indiana Department of Education. The Administrative Manager will perform other duties as assigned by the Principal and/or Executive Director.

Experienced Teacher-The "Experienced Teacher" reports directly to the Principal and ensures the educational integrity of the school's mission and goals. He/she will serve as a mentor, coach, and administrator for a team of teachers. This teacher will schedule team meetings to provide for collaborative planning and lesson development. He/she will promote high student achievement, monitor school curriculum and standards, implement assigned level curriculum, and give instructional leadership, which includes if necessary, modeling lessons and counseling the team. The "Experienced Teacher" will assist in organization of special events; new teacher orientation; teacher support; scheduling and materials acquisition; and other related areas that supports academic excellence. In addition to responsibilities specific to the position, he/she has normal classroom duties. The #Experienced Teacher" will perform other duties as assigned by the Principal and/or Executive Director.

Teachers/Encore Teachers- The teacher at HIAT serves as the primary instructor of academic course content, the key developer of skills and strategies for critical thinking and problem solving among students, and the chief nurturer of positive values and self-confidence among children in the classroom. The teacher will be thoroughly knowledgeable in the age-appropriate subject matter to be taught in his/her grade, be fully prepared each day to conduct class so as to impact meaningful knowledge, skills, and values to students, and maintain an orderly and disciplined classroom at all times. HIAT's teachers need to regularly attend and participate in all professional development activities, committees, and projects. Teachers are expected to make regular professional contact with the parents/guardians of students in his/her classroom and answer all parent inquiries on the day the inquiry was received. Careful records must be kept of the student's progress and problems. Encore teachers will assist in integrating the arts into the core instruction through dance, theatre, music, visual arts, technology and physical education. Instructors will utilize their skills and expertise to provide self-enrichment activities and to further the educational development for each student.

Teacher Assistant-Teacher assistants will aid the classroom teacher with instruction, struggling students, parent-teacher conferences, classroom care, maintaining and/or creating centers, records and reports, supervision at recess and lunch, and may provide small group instruction. Assistants must support school and classroom discipline policies, attend necessary meetings and may be asked to accompany children to other classes, i.e. encore classes. He/she will perform other duties as assigned by the teacher or principal.

Office Assistant-The office assistant will report to the Administrative Manager and assist with all student records. The Office Assistant will assist in various responsibilities to uphold the organization, documentation, and compliance of maintaining a successful administrative office. He/she will prepare and revise registration forms and coordinates and oversees registration process. The OA will attend to parent requests and concerns, distribute mail, maintain student academic files, process withdrawals and new student applications, prepares and updates student emergency information forms, and attends to teacher and staff requests. Office assistants will perform all office duties that the Administrative Assistant requires.

Social Worker-The social worker will provide individual, group, family social work and therapy services to students as required by the student's Individual Educational Plan (IEP). The Social Worker will provide case management services and support to the staff via problem solving, de-escalation, and crisis intervention. The Social Worker represents the school at court hearings, school district conferences, and community meetings. He/she maintains contact with classroom teachers and establishes contact with parent(s) of a new special education student and notifies parent(s) of any major incidents occurring during the school day on an ongoing basis.

Nurse-The school nurse is to oversee the general health related issues for the school. He/she is responsible for developing and managing school's health program as required by law and according to federal, state and local guidelines. The school's nurse will be responsible for health program management and record keeping, nursing services and health education.

ATTACHMENT 15
Start-Up Plan

Heritage Institution of Arts & Technology

School Startup Plan
Post-Authorization through School Opening

First Day of School Operations: June 3, 2016
School's First Day of Student Attendance: August 20, 2016

ACTIVITIES	START TIME	DURATION / DEADLINE	STATUS	RESPONSIBILITY	NOTES
COMMUNICATIONS, MARKETING AND STUDENT RECRUITMENT					
Refine further the "school message" and determine primary spokesperson(s) for the school (and in which topical areas) once the school opens	Immediately upon school approval			ED/P/BOD/Committee/Other	
Upon school approval, distribute marketing materials and otherwise announce planned school, opening date, school leader, school location, school type and focus, and enrollment process	Immediately upon school approval. Ideally, school web site is up and running upon approval.	Issue periodic updates on school related activities and continually update school web site.		ED/P/BOD/Committee/Other	
When the principal is hired after the school is approved, announce selection to the school community and other stakeholders immediately upon hiring.	Immediately upon hiring of principal.			ED/P/BOD/Committee/Other	
Run ads, distribute literature (leaflet), and promote school via special events and activities in targeted neighborhoods, and via any other strategies indicated in school application	Immediately upon school approval	Ongoing -- until initial enrollment deadline. If Launch targeted recruiting and marketing		ED/P/BOD/Committee/Other	
Develop and implement strategy to elicit parent and community support and volunteers, and formalize school partnerships (see partnerships)	Immediately upon school approval	Ongoing -- though program specific partnerships for year one should be in place by August 15th		ED/P/BOD/Committee/Other	
Develop format and process for regular communication with parents -- include on-line.	Immediately upon school approval. First benchmark for informing parents is during registration	Additional information provided at pre-opening student and parent orientations and available on school web site		ED/P/BOD/Committee/Other	

ADMISSIONS					
Launch student marketing and recruiting campaign, including application timeframe, process, and deadline	Immediately upon school approval	Until school is fully subscribed at 120% or more of projected first year enrollment		ED/P/BOD/Committee/Other	
Accept and acknowledge student applications	Immediately upon school approval -- no later than Feb. 1st	Within two days of receipt of applications until enrollment is cut off		ED/P/BOD/Committee/Other	
Initial enrollment cutoff date	Immediately upon school approval – determine dates.			ED/P/BOD/Committee/Other	
Conduct lottery and establish waitlist (if applicable)	Lottery: Within 5 work days of enrollment cut off	Wait List: Maintain throughout school year: establish final date for enrolling new incoming students.		ED/P/BOD/Committee/Other	
Notify parents of admission status and deadline for completing registration	Within three work days of lottery	Ongoing -- until school is fully enrolled and no further vacant seats exist		ED/P/BOD/Committee/Other	
Register students	Immediately upon lottery or final application date if lottery is not required or needed	Ongoing -- until school is fully enrolled and no further vacant seats exist		ED/P/BOD/Committee/Other	
Execute school, student & parent contract	During registration process	Ongoing -- until a contract is in place for all enrolled students		ED/P/BOD/Committee/Other	
Provide and gather appropriate information from parents, including SPED status or special needs, etc.	During registration process	Ongoing -- until school receives and reviews student records from prior school (if applicable)		ED/P/BOD/Committee/Other	
Request transfer of student records from previous schools as students are enrolled	April 15th	Ongoing -- until school is fully enrolled and no further vacant seats exist.		ED/P/BOD/Committee/Other	
Move students off of waitlist and continue registration	Immediately upon registration deadline and determination of unfilled seats by grade	Ongoing -- until school is fully enrolled and no further vacant seats exist		ED/P/BOD/Committee/Other	
Schedule one or more parent and student orientations prior to school opening	Notify parents of orientation dates during registration process	Hold orientations in beginning of August,		ED/P/BOD/Committee/Other	
Finalize student / parent handbook	Immediately upon charter approval	By no later than two weeks before pre-opening staff development and/or student & parent orientation date(s), whichever comes first		ED/P/BOD/Committee/Other	
Print and distribute student / parent handbook at orientation session(s)	Two weeks before pre-opening staff development and/or student & parent orientations, whichever comes first	At orientations and during first week of schools for parents / students that did not attend orientation sessions		ED/P/BOD/Committee/Other	
STUDENT RECORDS					
Develop / convert / revise templates for student records to meet state reporting requirements.	Immediately upon charter approval	Feb 1st		ED/P/BOD/Committee/Other	

Procure or identify Student Information System (SIS)	Immediately upon charter approval	Feb 1st		ED/P/BOD/Committee/Other	
Schedule SIS training for staff	Schedule dates with authorizer and/or vendors in conjunction with procurements / identification of SIS	No later than August 15th, so that all student records and information can be put into SIS		ED/P/BOD/Committee/Other	
Submit enrollment count to authorizer by grade, gender, race, school of attendance, etc.		On date prescribed by authorizer		ED/P/BOD/Committee/Other	
Administer and evaluate diagnostic pre-tests to determine baselines	Ideally, one to two weeks before school opens	Through second week of school		ED/P/BOD/Committee/Other	
Administer language assessments (if applicable for ELL)	Ideally, one to two weeks before school opens	By end of first week of school		ED/P/BOD/Committee/Other	
Update student records with baseline data from diagnostic tests	Immediately upon availability of assessment results	Target date: No later than August 15th		ED/P/BOD/Committee/Other	
BOARD OF DIRECTORS					
Implement permanent calendar of board meetings announce meetings according to open meetings law.	Ongoing -- immediately after school approval			ED/P/BOD/Committee/Other	
Hold first annual Board organizational meeting	Ongoing -- immediately after school approval	In April of subsequent years or according to bylaws		ED/P/BOD/Committee/Other	
Finalize and distribute Board manual to all current and new members. At minimum, final manual should clearly describes role and responsibilities of Board vis-à-vis school leadership, expectations (including attendance and fundraising requirements) of Board members, and contain key school policies and procedures (or be cross reference to same), open meetings and charter laws, and the charter application.	Ongoing -- immediately after school approval and as new board members are brought on	Future-manual should be distributed to prospective board candidates before they are vetted / interviewed and added to board		ED/P/BOD/Committee/Other	
Schedule and hold annual Board retreat	November in year one -- upon addition of parent / student members, if applicable	November of each year		ED/P/BOD/Committee/Other	
Schedule periodic Board training and/or self-evaluations	Initial training -- Ongoing -- immediately after school approval & preceding opening of school.	Ongoing -- at least one training per school year. Annual evaluation in September (following receipt of performance data for prior school year)		ED/P/BOD/Committee/Other	
FINANCIAL MANAGEMENT, FUNDRAISING, AND OPERATIONS					

Determine /Revise responsibility for managing, administering, accounting for, and reporting on initial grant funds, other revenues, and disbursements until school opens and afterwards.	Immediately upon school approval (though should be included in approved school application)	Deadline June 1st or as soon thereafter, upon hiring of leadership team or appropriate staff		ED/P/BOD/Committee/Other	
Establish school bank accounts and make other banking arrangements, if applicable	Immediately upon school approval or receipt of any revenues, including seed grants or donations, whichever comes first			ED/P/BOD/Committee/Other	
Determine number of check signers required (or thresholds above which multiple signatories are required) and authorized check signers	Immediately upon school approval	Formal policies (i.e., internal controls) should be in place no later than Nov 1st		ED/P/BOD/Committee/Other	
Revise Year 1 cash flow and 5-year operating and capital budget for internal management and Board approval (if applicable)	Immediately upon school approval	April 15th initially; September 15th review; adjustments as necessary thereafter		ED/P/BOD/Committee/Other	
Affirm or revise Total Year One and year two Operating Soft Money Needs	Immediately upon school approval	April 15th initially; September 15th review; determine fundraising responsibility at this time		ED/P/BOD/Committee/Other	
Refine fundraising strategy and plan	Immediately upon school approval	April 15th initially; September 15th review; determine fundraising responsibility at this time		ED/P/BOD/Committee/Other	
Finalize financial management policies and establish internal controls, to include appropriate funds segregation, as follows:	Immediately upon school approval, working from draft policies contained in school application	Jan 1st		ED/P/BOD/Committee/Other	
Create and implement a purchase order and cash disbursements system	Immediately upon school approval	Jan 1st		Founding design team initially	
Develop and implement an internal accounting, expenditures v. budget monitoring, and financial reporting system	Immediately upon school approval	Jan 1st		Founding design team initially;	
Identify and procure financial management software for generating monthly financial reports and all other reports required by law, state, local agencies and federal agencies, grantors, contract, or authorizer, or as requested by school's Board	Immediately upon school approval	May 1st		Founding design team initially;	
Obtain insurance policies, if necessary, consistent with approved school application	Immediately upon school approval	Directors liability in place by first board meeting upon school approval; all other coverage by August 1st		ED/P/BOD/Committee/Other	
Arrange with authorizer, establish internally, or contract out for a payroll system	Jan 1st	Jan 1st		ED/P/BOD/Committee/Other	
Hire initial CPA, business manager, accountant -- i.e., individuals charged with financial management and reporting duties	ASAP upon school approval	No later than Nov 1st		ED/P/BOD/Committee/Other	
Select and contract with independent auditor	Upon hiring of CPA/Business Manager, but no later than Jan 1st if school has significant start-up revenues and activities before opening	By June 1st of each year		ED/P/BOD/Committee/Other	

FACILITIES AND FURNITURE, FIXTURES, AND EQUIPMENT					
Establish clear responsibility for facilities project management, to include facilities, development, and financing. Options are to designate one or more design team members or contracting out for professional services. (If applicable)	Ideally, this should be set forth in the approved charter application..	Responsibility for coordinating efforts with authorizer should be determined immediately upon charter approval -- either on part of one or more members of design team or contracted project management professionals		ED/P/BOD/Committee/Other	Project manager on staff (perhaps in the form of a Real Estate and Facilities Director) or project management services be contracted out to experienced, proven professionals
If an appropriate facility has not been identified when charter is approved, accelerate facilities identification search, establish clear responsibility for facilities identification, and set deadline for securing a facility (i.e., the trigger to delay opening for a year)	Immediately upon school approval	-- to have a facility secured, a plan to make improvements prior to school opening, or to notify parents and school stakeholders of delay in opening		ED/P/BOD/Committee/Other	
Continue to implement facilities plan contained in school application	Immediately upon school approval	Ongoing -- target date for Certificate of Occupancy- No less than 30 days before school opening		ED/P/BOD/Committee/Other	
Perform due diligence on any potential facility or property, including inspections, analyses, environmental, asbestos, lead paint, contamination, etc. studies, and obtain current appraisal	Immediately upon school approval	No less than 30 days before school opening		ED/P/BOD/Committee/Other	
Determine total estimated cost of use, lease, purchase, improvements, source(s) of funding for each, or financing mechanisms; this includes developing project description and plans, project budget, sources and uses document, etc.)	Immediately upon school approval (this is an offshoot of establishing clear responsibility for facilities project management, per above)	No less than 30 days before school opening		ED/P/BOD/Committee/Other	
Develop facilities improvement / code compliance timeframe, to include targeted occupancy date	Immediately upon school approval (this is an offshoot of establishing clear responsibility for facilities project management, per above)	No less than 30 days before school opening		ED/P/BOD/Committee/Other	
Secure facility through executed use agreement, lease agreement, lease with purchase option agreement, purchase or sales agreement, or other legally binding document with multi-year disclaimer language.	Immediately upon school approval (this is an offshoot of establishing clear responsibility for facilities project management, per above)	No less than 30 days before school opening		ED/P/BOD/Committee/Other	
Issue RFP's for all work that must be contracted out	Immediately upon school approval (this is an offshoot of establishing clear responsibility for facilities project management, per above)	No less than 30 days before school opening		ED/P/BOD/Committee/Other	
Obtain permits, execute contracts and begin construction	Immediately upon school approval (this is an offshoot of establishing clear	Up to receipt of CoO, no less than 30 days before school opening		ED/P/BOD/Committee/Other	

	responsibility for facilities project management, per above)				
Provide design team, Initial Board, and school leadership with weekly reports on building readiness status with established overage parameters.	Weekly, beginning as soon as a purchase and/or lease agreement for a facility is executed	Up to opening of school		ED/P/BOD/Committee/Other	
Initiate work order changes on timely basis		Ongoing once construction begins		ED/P/BOD/Committee/Other	
Draw up punch list	Begin 90 days before construction is to be completed	Finalize 30 days before construction is completed		ED/P/BOD/Committee/Other	
Complete construction		No less than 45 days before school is scheduled to open		ED/P/BOD/Committee/Other	
Complete all inspections--fire code, health & safety, ADA, etc.	As soon as construction is completed (should be scheduled in advance by project manager)	No less than 35 days before school is scheduled to open		ED/P/BOD/Committee/Other	
Obtain Certificate of Occupancy		No less than 30 days before school is scheduled to open		ED/P/BOD/Committee/Other	
Initiate acquisition of furniture, fixtures, equipment, technology, and other materials (see Procurement)	90 days or more before school is scheduled to open	Schedule delivery for no less than 15 days before school opens		ED/P/BOD/Committee/Other	
Procure and Manage Communications (Phone Lines and Internet Wiring) Installation	90 days or more before school is scheduled to open	Schedule delivery and installation for no less than 15 days before school opens		ED/P/BOD/Committee/Other	
Install computer hardware and other non-permanent technology (See also Procurement)	As soon as Certificate of Occupancy is received	Installation to be completed no less than 15 days before school opens		ED/P/BOD/Committee/Other	
Move in furniture & arrange classrooms, offices, library-media center, computer labs, multi-purpose and other space	No less than 15 days before school is scheduled to open	Complete move-in no later than one week before school is scheduled to open		ED/P/BOD/Committee/Other	
Permit staff in building for professional development and training and to set up classrooms, offices, etc.	As soon as Certificate of Occupancy is received; no less than one month before school is schedule to open	Ongoing until school opens		ED/P/BOD/Committee/Other	
Complete hiring of custodial, maintenance, and other facilities staff per school design and application	Start hiring process upon school approval	Staff in place no less than 15 days before school is scheduled to open		ED/P/BOD/Committee/Other	
EDUCATIONAL PROGRAM DEVELOPMENT					
Principal / Head of School assumes responsibility for finalizing development and implementation of educational program and preparing initial faculty and staff for the school opening	Immediately upon charter approval, if feasible; otherwise no later than June 1st	Ongoing -- until school opens, and thereafter		ED/P/BOD/Committee/Other	
Finalize plans and schedule for parent / student orientations	Immediately upon school approval; preliminary plans must be completed before school registration begins	No later than 30 days before school opening date, so parents can receive adequate notice of any changes in schedule		ED/P/BOD/Committee/Other	

Develop or revise roll out and implementation plan for all components of school design and educational program as described in school application	Immediately upon school application	Educational plan, including any necessary revisions, should be ready to go before pre-opening staff training begins		ED/P/BOD/Committee/Other	
Based on baseline data or assessment of actual students enrolled, make necessary adjustments to school calendar, teacher and student schedules, ancillary programs and supports, ongoing faculty training, staffing, etc.	Immediately upon school application -- Data for students coming from other schools should be sought and obtained by June 1st	Prior to pre-opening staff training (or, if school administers baseline assessments in first weeks of school, whenever data is available and can be analyzed)		ED/P/BOD/Committee/Other	
Refine curriculum	Ongoing -- based on curriculum contained in approved school application	No later than 10 days before pre-opening staff training begins		ED/P/BOD/Committee/Other	
Finalize teacher guides and other supports	Immediately upon approval of school application	No later than 10 days before pre-opening staff training begins		ED/P/BOD/Committee/Other	
Develop, organize, contract out, and prepare to implement all supplemental and extended day activities for students and families	Immediately upon approval of school application, though no later than April 1st	No later than 10 days before pre-opening staff training begins		ED/P/BOD/Committee/Other	
Based on initially hired faculty and staff, review planned pre-opening training schedule and sequence, make any necessary revisions or adjustments, and finalize professional development schedule before school opens and for school year. Schedule outside trainers.	Begin sometime between June 1st - June 30th	No later than 10 days before pre-opening staff training begins		ED/P/BOD/Committee/Other	
Pre-opening training begins and ends	Three to four weeks before school opening date	One week total		ED/P/BOD/Committee/Other	
Plan and establish timetable for implementing teacher leadership training during first year to begin developing and grooming leadership from within	June 1st	Ready to go when school opens, with date fixed for identifying training candidates		ED/P/BOD/Committee/Other	
Organize and plan structure for teacher meetings to regularly evaluate curriculum (by grade, subject areas, or department), assessment results and student progress, and reaffirm or revise frequency and amounts of time initially scheduled / projected for staff development and collaboration	June 1st	To be presented at pre-opening staff training		ED/P/BOD/Committee/Other	
Develop substitute teacher pool or plan for class coverage when teachers are absent or otherwise off campus	May 1st	To be presented at pre-opening staff training		ED/P/BOD/Committee/Other	
EXTRACURRICULAR PROGRAMS AND STUDENT ACTIVITIES					

Identify and/or contract with partners, providers, or part-time staff for provision of all after school and student support activities, ensuring there is plan to coordinate such activities with regular instructional program	Immediately upon approval of school application and/or hiring of principal	To be in place prior to pre-opening staff training		ED/P/BOD/Committee/Other	
Develop schedule for creating or establishing all extracurricular programs and activities for students contained in school application.	Immediately upon approval of school application and/or hiring of principal	To be presented and discussed at pre-opening staff training		ED/P/BOD/Committee/Other	
Develop process for determining student interest in additional extracurricular programs and activities and how such additional programs and activities can be put into place	July 1st	To be presented and discussed at pre-opening staff training, and in place when school opens		ED/P/BOD/Committee/Other	
FOOD SERVICE					
Distribute forms to determine eligibility for USDA Free/Reduced Price Meals Program and to make final determinations about provision of free or fee-based meals to non-eligible students and to finalize budget (and staffing) to operate program	Immediately following admissions lottery and as part of registration process	First waves of forms should be collected by May 31st; additional forms by end of second week of school		ED/P/BOD/Committee/Other	
Identify and hire cooks, cafeteria workers, or other related staff	April 1st	Hiring completed before pre-opening staff training		ED/P/BOD/Committee/Other	
Submit all USDA forms (for each student) to authorizer and/or other appropriate entities		On date prescribed by authorizer to report enrollment data to establish funding levels		ED/P/BOD/Committee/Other	
Negotiate contract with authorizer, another food service provider, or put into place kitchen management and procurement system if doing in-house food program	April 1st if in-house / on-site; April 1st with external provider; May 1st or as early thereafter as possible with authorizer	Two weeks before school opening date		ED/P/BOD/Committee/Other	
Determine first month menu (before first parent/student orientation)	During pre-opening staff training or two weeks prior to school opening	To be announced at parent-staff orientations before first day of school		ED/P/BOD/Committee/Other	
SITE GOVERNANCE AND SHARED LEADERSHIP					
Finance Committee (established)	Immediately upon charter approval to launch prepared projects.			ED/P/BOD/Committee/Other	
Education Committee (established)	Immediately upon charter approval to launch prepared projects.			ED/P/BOD/Committee/Other	

Grant & Fundraising Committee (established)	Immediately upon charter approval to launch prepared projects.			ED/P/BOD/Committee/Other	
Consistent with school application and interests of school community, establish one or more of the following:				ED/P/BOD/Committee/Other	
Parent Teacher Association	Immediately upon opening of school	November 1st		ED/P/BOD/Committee/Other	
Parent Advisory Council	Immediately upon opening of school	November 1st		ED/P/BOD/Committee/Other	
School Planning and Management Team		Prior to pre-opening staff training		ED/P/BOD/Committee/Other	
School Leadership Team		Prior to pre-opening staff training		ED/P/BOD/Committee/Other	
Student and Staff Support Team		Prior to pre-opening staff training		ED/P/BOD/Committee/Other	
Teacher Advisory Team		Prior to pre-opening staff training		ED/P/BOD/Committee/Other	
Student Association	Immediately upon opening of school	October 1st		ED/P/BOD/Committee/Other	
HEALTH AND SAFETY					
Acquire student medical and health forms, including most recent physical exam, TB tests, immunization records from previous schools and/or collect required forms from parents	With beginning of registration post-lottery	Ongoing until school is fully enrolled		ED/P/BOD/Committee/Other	
Check medical and health forms for completeness and conduct follow-up if necessary	With beginning of registration post-lottery	Ongoing until complete records are on file for all enrolled students		ED/P/BOD/Committee/Other	
Hire or contract-out for appropriate medical personnel (I.e., a school nurse, EMT's for athletic events), etc.	April 1st (to identify potential providers)	August 1st		ED/P/BOD/Committee/Other	
Develop health and medical records management system, procedures for authorizing administering of medication to students according to statutory requirements, and storage repository for student medications	Upon hiring and/or contracting out for school nurse or medical services	In place before pre-opening staff training		ED/P/BOD/Committee/Other	
Establish policy for addressing noncompliance by parents or guardians in ensuring school receives all medical and health information required by statute or regulation	Immediately upon school approval	In place when registration begins		ED/P/BOD/Committee/Other	
Provide all staff with first aid training and ensure school has adequate first aid supplies inventory		During pre-opening staff training		ED/P/BOD/Committee/Other	
Refine established school safety manual and/or health & safety policies and emergency procedures handbook	Immediately upon school approval	Prior to pre-opening staff training		ED/P/BOD/Committee/Other	
Establish evacuation routes and procedures and schedule fire drills	Upon facility contract	Prior to pre-opening staff training		ED/P/BOD/Committee/Other	

Provide staff, parents students with orientation on code of conduct, behavioral requirements, suspension and expulsion policies, and prohibition of any and all weapons on school property	Working from contents of charter application, complete code and all applicable policies between school approval and pre-opening training	For staff - by pre-opening training; for parents and students -- by parent/student orientations (and re-emphasis in first week of school)		ED/P/BOD/Committee/Other	
Install and operate exterior electronic and/or infra-red security system, hire or contract for appropriate security personnel, and situate metal detectors at points of egress if applicable.	July - August for systems; advertise, recruit, contract for staff or personnel beginning in June	In place one week before school opens		ED/P/BOD/Committee/Other	
Develop and formalize partnership with local police force to ensure the regular presence on or near school grounds by uniformed police officers	Immediately upon school approval and/or determination of school location	In place by students' first day of school		ED/P/BOD/Committee/Other	
LEGAL AND ORGANIZATIONAL					
Affirm and/or add new members to Board of non-profit if applicable.	Immediately upon school approval	ongoing		ED/P/BOD/Committee/Other	
Have legal counsel review all employee agreement forms, and school policies.				ED/P/BOD/Committee/Other	
PARENT AND COMMUNITY INVOLVEMENT					
Collaborate with authorizer in posting flyers, distributing applications, posting job openings, engaging in community outreach, holding marketing and other community events, etc.	Immediately upon school approval	Ongoing until school opens and then using authorizer to publicize / inform community of school activities and events		ED/P/BOD/Committee/Other	
Identify individuals for service on school governing board parent or other advisory councils, etc.	Immediately upon school approval	Ongoing into opening of school		ED/P/BOD/Committee/Other	
Establish and elect any parent specific entities	Provide information during registration and student/parent orientations	In place by October 15th ideally, but no later than November 1st		ED/P/BOD/Committee/Other	
Elect or select one or more parents, staff or community members to serve on governing board, if applicable.	Provide information during registration and student/parent orientations; notify parents of meetings / election dates during first two weeks of school			ED/P/BOD/Committee/Other	
PARTNERSHIPS					

Continue attending board meetings	Monthly or more frequently	Ongoing until and after school opens		ED/P/BOD/Committee/Other	
Introduce school leader to authorizer liaison as soon as identified	Immediately upon hiring or identification of principal			ED/P/BOD/Committee/Other	
Provide the authorizer liaison with periodic updates on student recruiting and staff hiring	Once monthly or more frequently	Ongoing until school opens		ED/P/BOD/Committee/Other	
Institutionalize / actualize partnerships or relationships with community based organizations and/or other entities that will work collaboratively with school, share space, provide or offer additional programming or supports, etc.	Immediately upon school approval	Before pre-opening staff training, but on ongoing basis thereafter		ED/P/BOD/Committee/Other	
PROCUREMENT					
Contact service providers to learn about discounted services and products and preferred vendors	Immediately upon school approval			ED/P/BOD/Committee/Other	
Contact sales reps for discounts, and publishers for payment plans as needed. Order and manage delivery of textbooks, instructional materials, training materials, software, classroom supplies, library collection, etc.	No later than April 1st to ensure delivery on time	Deliveries received no later than two weeks before school opens		ED/P/BOD/Committee/Other	
Order and manage delivery of teacher requested supplies	July - August	Deliveries received no later than one week before school opens		ED/P/BOD/Committee/Other	
Order & manage delivery of classroom furniture, equipment and technology (see facilities section).	No later than April 1st to ensure delivery on time; this may be part of facilities project management	By no later than April 15th, ensure procurement and facilities project management responsibilities are clearly designated; delivery targeted no less than five business days after receipt of (unless school has pre-designated storage areas off site)		ED/P/BOD/Committee/Other	
Order and manage delivery of any labs specific Furniture, Fixtures, and Equipment (	Same as above	Same as above		ED/P/BOD/Committee/Other	
Order & manage delivery of office and non-instructional	Immediately upon school approval for temporary office space; by May 1st otherwise	By no later than July 1st		ED/P/BOD/Committee/Other	
Order & manage delivery of office and non-instructional program supplies	Immediately upon charter approval	Ongoing		ED/P/BOD/Committee/Other	
Order and manage delivery and proper installation (where appropriate) of special or capitalized assets, including kitchen equipment, playground equipment, etc.	No later than April 1st to ensure delivery on time; this may be part of facilities project management	By no later than April 15th, ensure procurement and facilities project management responsibilities are clearly designated; delivery targeted no less than five business days after receipt of		Executive Director / ED/P/BOD/Committee/Other	
Order and manage delivery of computers and other technology for classrooms and non-instructional uses in accordance with technology plan	June 1st			ED/P/BOD/Committee/Other	

Negotiate and execute contracts with service providers -- ensuring services and outcomes are clearly stated (and no gaps exist between initial expectations of service provision by partners or external entities and exact terms of contract)	Immediately upon school approval	Prior to pre-opening staff training		ED/P/BOD/Committee/Other	
STAFF HIRING, DEVELOPMENT AND TRAINING					
Depending on timing of approval, target hiring and having entire school leadership team in place by (identify) no later than three months before school is to open; preferably, the principal will be on board a year in advance to fully drive school implementation	Immediately upon school approval	Dates will vary by position, no later than March 1st for principal and no later than April 15th for Business Manager		ED/P/BOD/Committee/Other	
List school leadership position				ED/P/BOD/Committee/Other	
List school leadership position				ED/P/BOD/Committee/Other	
List school leadership position				ED/P/BOD/Committee/Other	
List school leadership position				ED/P/BOD/Committee/Other	
Establish policies for screening, interview training, interviewing, personal information control, notification, etc.				ED/P/BOD/Committee/Other	
Finalize applicant information kit and place on school web site	Immediately upon school approval	Until school opens, at which time information should be posted for next year		ED/P/BOD/Committee/Other	
Finalize all employee forms, agreements and policies, and prepare employee package	Immediately upon school approval	No later than March 1st		ED/P/BOD/Committee/Other	
Extend formal offers to and hire all faculty and staff to which tentative offers were made prior to school approval	Immediately upon school approval	Ongoing		ED/P/BOD/Committee/Other	
Launch all teacher and staff recruiting activities described in application	Immediately upon school approval, if not already underway	Assess progress on May 1st; change strategy if need be		ED/P/BOD/Committee/Other	
Establish target date for hiring all faculty and staff described in application and contained in staffing plan	Immediately upon school approval	Prior to pre-opening staff training		ED/P/BOD/Committee/Other	
Hold new employee orientation, train in staff handbook content and policies, and have new employees sign-off for receipt of information prior to beginning work.				ED/P/BOD/Committee/Other	
Based on needs of initially enrolled student population, assess additional teacher/staff needs and develop strategy for hiring and supporting financially, including making adjustments to other portions of school budget	Immediately upon opening of school			ED/P/BOD/Committee/Other	
Complete background checks for all employees in compliance with state statute to include fingerprinting.	Immediately upon hiring			ED/P/BOD/Committee/Other	

SPECIAL EDUCATION					
Survey parents during registration about known or suspected special education needs	Forms / survey developed immediately upon school approval	Forms / surveys ready for use during student registration		ED/P/BOD/Committee/Other	
Review closely all registration forms and materials to verify students with IEPs and determine if records suggest possible need for SPED	Beginning with registration	Ongoing during enrollment process and receipt of records from previous school		ED/P/BOD/Committee/Other	
Obtain cumulative files & suspension reports for all students from previous schools	Beginning with registration	Ongoing -- see authorizer guidelines		ED/P/BOD/Committee/Other	
Determine additional students who may need assessment or reassessment	Beginning with registration	Ongoing -- into first semester if not first year of school		ED/P/BOD/Committee/Other	
Obtain parent approvals for assessments or reassessments	Immediately as deemed necessary			ED/P/BOD/Committee/Other	
Establish multidisciplinary team consisting of a, for example, social worker, school psychologist, speech & language therapist, clinical psychologist, if SPED services not fully provided by authorizer.	Immediately upon school approval	Final determination of staff needs or services provided by authorizer for SPED students determined by May 1st		ED/P/BOD/Committee/Other	
Conduct assessments and reassessments	Starting with opening of school	Ongoing		ED/P/BOD/Committee/Other	
Obtain mental health records from appropriate officials or entities if applicable	Immediately as deemed necessary			ED/P/BOD/Committee/Other	
Develop and finalize ILPs, if applicable, and IEPs	Begin in first week of school	ILP's and additional IEP's finalized by no later than October 1st		ED/P/BOD/Committee/Other	
Determine SPED service requirements and appropriate service delivery needs	During student registration	Ongoing -- until school opens and all students are fully assessed and full records are on file		ED/P/BOD/Committee/Other	
Hire full-time staff, contract out with outside provider(s), and/or enter into agreement with authorizer for appropriate SPED service delivery (if applicable)	Immediately upon school approval	Personnel / contracts in place before pre-opening staff training		ED/P/BOD/Committee/Other	
Determine transportation needs of SPED students (during registration) (if applicable)	Develop forms or information materials immediately upon school approval	Ongoing -- beginning with student registration after lottery is held		ED/P/BOD/Committee/Other	
Negotiate contract with transportation provider	Immediately upon school approval	Plans in place no later than beginning of registration - preferably before, during admissions process		ED/P/BOD/Committee/Other	
Compile master list of statutory, regulatory, contractual, authorizer, and other requirements and timeframes / deadlines	Immediately upon approval and execution of school contract	Ongoing -- in place by pre-opening staff training and by opening of school		ED/P/BOD/Committee/Other	

ATTACHMENT 16
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

07/05/2015

Heritage Institute of Art and Technology
Attn: Dr. Darlene Henderson
PO Box 11113
Merrillville, IN 46410

Re: Insurance Premium Indications

Dr. Henderson:

Hello! After speaking with my underwriters, they indicated the following estimated premiums for the different policies required:

- $11,000 for the package policy which includes property, employee dishonesty, non-owned auto, general liability and Educator's legal liability coverages

- $4,000 for the umbrella policy
- $3,000 for the D&O / EPLI Policy
- $4,512 for the workers compensation coverage
- $1,132.45 for the treasurer's dishonesty bond

This brings the total estimated annual cost to $23,644.45. Please keep in mind that these are not final numbers, only indications, and may be subject to significant changes in terms.

Also, please note that all companies that we represent that write Charter Schools will provide risk management services as part of the coverage package.

Please feel free to give me a call at 219-933-0076 or email me back if you have any questions regarding this matter. Have a great day!

Sincerely,
Keith M. Tokoly
Agent & Broker

ATTACHMENT 17
Budget and Staffing Workbook

School Name: Heritage Institute of Arts and Technology

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**	**% ELL**	**% SPED**	**% FRL**
Year 1: 2016-2017	75	75	75	75	50									350			
Year 2: 2017-2018	75	75	75	75	75	50								425			
Year 3: 2018-2019	75	75	75	75	75	50	50							475			
Year 4: 2019-2020	75	75	75	75	75	50	50	50						525			
Year 5: 2020-2021	75	75	75	75	75	50	50	50	50					575			

Planned Number of Classes														
ACADEMIC YEAR	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Year 1: 2016-2017	3	3	3	3	2									14
Year 2: 2017-2018	3	3	3	3	3	2								17
Year 3: 2018-2019	3	3	3	3	3	2	2							19
Year 4: 2019-2020	3	3	3	3	3	2	2	2						21
Year 5: 2020-2021	3	3	3	3	3	2	2	2	2					23

Note: FDK students are treated as 1 for purposes of ADM. 1/2 day kindergarten students are 0.5 ADM

		2016		2017
Foundation Grant	**$**	**4,967**	**$**	**5,088**
Complexity Grant	**$**	**3,489**	**$**	**3,539**

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		$ 2,959,600	$ 3,666,475	$ 4,097,825	$ 4,529,175	$ 4,960,525
State Matching Funds for School Lunch Program		$ -	$ -	$ -	$ -	$ -
Professional Development		$ -	$ -	$ -	$ -	$ -
Technology Grants		$ -	$ -	$ -	$ -	$ -
Remediation Program		$ -	$ -	$ -	$ -	$ -
Gifted and Talented Program		$ -	$ -	$ -	$ -	$ -
Textbook Reimbursement		$ 18,618	$ 24,169	$ 27,622	$ 31,074	$ 34,527
Summer School		$ -	$ -	$ -	$ -	$ -
Charter and Innovation Network School Grant Program		$ 175,000	$ 212,500	$ -	$ -	$ -
Charter and Innovation Network School Advance Program		$ -	$ -	$ -	$ -	$ -
Other State Revenue (please describe)		$ -	$ -	$ -	$ -	$ -
Other State Revenue (please describe)		$ -	$ -	$ -	$ -	$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	$ -	$ -	$ -			
Facilities Assistance Program Grant		$ -	$ -			
Public Law 101-476 (IDEA)		$ 64,750	$ 80,198	$ 89,633	$ 99,068	$ 108,503
Title I		$ 210,000	$ 255,000	$ 285,000	$ 315,000	$ 345,000
Title II		$ 14,000	$ 17,000	$ 19,000	$ 21,000	$ 23,000
Federal Lunch Program		$ 183,260	$ 226,981	$ 253,684	$ 280,388	$ 307,091
Federal Breakfast Reimbursement		$ 78,540	$ 97,277	$ 108,722	$ 120,166	$ 131,611
Other Revenue Federal sources (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
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)	$ -	$ 17,500	$ 21,250	$ 23,750	$ 26,250	$ 28,750
Other (please describe)	$ -	$ 30,000	$ 33,750	$ 37,500	$ 41,250	$ 45,000
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	$ -	**$ 3,751,268**	**$ 4,634,599**	**$ 4,942,735**	**$ 5,463,371**	**$ 5,984,007**

EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	$ 73,815	$ 1,387,680	$ 1,799,164	$ 2,114,406	$ 2,385,246	$ 2,603,235
Substitute Teachers		$ 10,500	$ 12,750	$ 14,250	$ 15,750	$ 17,250
Professional Development	$ -	$ 10,000	$ 12,500	$ 15,000	$ 17,500	$ 20,000
Bonuses		$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Personnel Expenses	$ 73,815	$ 1,408,180	$ 1,824,414	$ 2,143,656	$ 2,418,496	$ 2,640,485
Instructional Supplies and Resources						
Textbooks	$ -	$ 96,250	$ 20,625	$ 18,750	$ 18,750	$ 18,750
Library, periodicals, etc	$ -	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Technology	$ -	$ 21,000	$ 54,500	$ 53,000	$ 53,000	$ 53,000
Assessment materials	$ -	$ 8,750	$ 10,625	$ 11,875	$ 15,750	$ 17,250
Computers	$ -	$ 105,000	$ 22,500	$ 15,000	$ 15,000	$ 15,000
Software	$ -	$ 7,000	$ 8,500	$ 9,500	$ 10,500	$ 11,500
Other classroom supplies	$ -	$ 70,000	$ 21,250	$ 23,750	$ 26,250	$ 28,750
Field trips, other unclassified items	$ -	$ 7,000	$ 17,000	$ 19,000	$ 21,000	$ 23,000
Co-curricular & Athletics	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ 30,000	$ 33,750	$ 37,500	$ 41,250	$ 45,000
Other (please describe)	$ -	$ 17,500	$ 21,250	$ 23,750	$ 12,600	$ 28,750
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Instructional Supplies and Resources	$ -	$ 367,500	$ 215,000	$ 217,125	$ 219,100	$ 246,000
Support Supplies and Resources						
Administrative Computers	$ -	$ 4,000	$ -	$ -	$ 1,250	$ -
Administrative Software	$ -	$ 2,000	$ 2,000	$ 2,000	$ 2,500	$ 2,500
Administration Dues, fees, misc expenses	$ -	$ 2,500	$ 2,500	$ 2,500	$ 5,000	$ 5,000
Office supplies	$ -	$ 17,500	$ 21,250	$ 23,750	$ 26,250	$ 28,750
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Support Supplies and Resources	$ -	$ 26,000	$ 25,750	$ 28,250	$ 35,000	$ 36,250

Board Expenses						
Charter Board Services, including Board Training, retreats	$ -	$ 5,000	$ 5,500	$ 6,000	$ 7,000	$ 7,500
Charter Board Supplies & Equipment	$ -	$ 1,000	$ 1,000	$ 1,500	$ 2,000	$ 2,500
Charter Board Dues, fees, etc	$ -	$ 5,789	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Board Expenses	$ -	$ 11,789	$ 6,500	$ 7,500	$ 9,000	$ 10,000
Professional Purchased or Contracted Services						
Legal Services	$ -	$ 5,000	$ 5,000	$ 5,000	$ 6,000	$ 6,000
Audit Services (compliant with SBOA requirements)	$ -	$ -	$ 12,875	$ 13,261	$ 14,070	$ 14,500
Payroll Services	$ -	$ -	$ -	$ -	$ -	$ -
Accounting Services	$ -	$ -	$ -	$ -	$ -	$ -
Printing/Newsletter/Annual Report Services	$ -	$ 20,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000
Consultants	$ -	$ -	$ -	$ -	$ -	$ -
Internet Services	$ -	$ 12,000	$ 12,240	$ 12,485	$ 12,990	$ 13,000
Telephone/Telecommunication Services	$ -	$ 9,000	$ 3,200	$ 9,500	$ 9,700	$ 10,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	$ -	$ 30,000	$ 31,500	$ 32,500	$ 34,965	$ 35,000
Travel	$ -	$ 1,000	$ 1,214	$ 1,500	$ 1,500	$ 2,000
Postage	$ -	$ 1,000	$ 1,214	$ 1,500	$ 1,500	$ 2,000
Special Education Services	$ -	$ 25,000	$ 12,143	$ 14,000	$ 14,000	$ 15,000
Student Information Services	$ -	$ -	$ -	$ -	$ -	$ -
Food service	$ -	$ 327,250	$ 397,375	$ 490,875	$ 444,125	$ 490,875
Transportation	$ -	$ -	$ -	$ -	$ -	$ -
Nursing Services	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Professional Purchased or Contracted Services	$ -	$ 430,250	$ 491,761	$ 595,621	$ 553,850	$ 603,375

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period															
	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	TOTAL 2015	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	TOTAL FIRST HALF 2016
REVENUE															
Federal Revenue															
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
EXPENDITURES															
Personnel Expenses															
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	-	-	-	-	-	-	-	-	-	13,406.40	13,406.40	13,406.40	16,797.90	16,797.90	73,815.00
Professional Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Personnel Expenses	-	-	-	-	-	-	-	-	-	13,406.40	13,406.40	13,406.40	16,797.90	16,797.90	73,815.00
Instructional Supplies and Resources															
Textbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Library, periodicals, etc	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Assessment materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other classroom supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field trips, other unclassified items	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Co-curricular & Athletics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Instructional Supplies and Resources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Support Supplies and Resources															
Administrative Computers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Dues, fees, misc expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Support Supplies and Resources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	TOTAL 2015	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	TOTAL FIRST HALF 2016
Board Expenses															
Charter Board Services, including Board Training, retreats	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Board Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Board Dues, fees, etc	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Professional Purchased or Contracted Services															
Legal Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Audit Services (compliant with SBOA requirements)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounting Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Printing/Newsletter/Annual Report Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internet Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone/Telecommunication Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Insurance Costs (per ICSB requirements detailed in charter school application)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Information Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nursing Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Professional Purchased or Contracted Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities															
Rent, mortgage, or other facility cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gas/electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Water/ Sewer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grounds Keeping	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service for Facilities (Interest Only)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other															
Contingency	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CMO/EMO Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 13,406	$ 13,406	$ 13,406	$ 16,798	$ 16,798	$ 73,815

	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	TOTAL 2015	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	TOTAL FIRST HALF 2016
Net Income (Pre-Cash Flow Adjustments)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ (13,406)	$ (13,406)	$ (13,406)	$ (16,798)	$ (16,798)	$ (73,815)
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	-	-	-	-	-	-	-	-	100,000.00	-	-	-	-	-	100,000.00
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	100,000.00	-	-	-	-	-	100,000.00
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	100,000.00	-	-	-	-	-	100,000.00
NET INCOME	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000.00	$ (13,406)	$ (13,406)	$ (13,406)	$ (16,798)	$ (16,798)	$ 26,185.00
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 100,000.00**	**$ (13,406)**	**$ (13,406)**	**$ (13,406)**	**$ (16,798)**	**$ (16,798)**	**$ 26,185.00**

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. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Principal	0.42	70,000	29,400	9,702	39,102
Administrative/Office Manager	0.17	30,000	5,100	1,683	6,783
Instructional Coach/Dean of Curriculum	0.42	50,000	21,000	6,930	27,930
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
TOTAL	1	150,000	55,500	18,315	73,815

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ 2,959,600	Foundation Grant, Complexity Grant, Full Day Kindergarten
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	$ 18,618	
Summer School		
Charter and Innovation Network School Grant Program	$ 175,000	**Under the FY16/17 appropriation, all charters in their first two years are automatically awarded $500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.**
Charter and Innovation Network School Advance Program		**Note: Please review IC 20-49-9 for information.**
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		**NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact Jeff Barber at the IDOE with questions.**
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)	$ 64,750	
Title I	$ 210,000	Based on averages in surrounding area
Title II	$ 14,000	Based on averages in surrounding area
Federal Lunch Program	$ 183,260	80% Reimbursement
Federal Breakfast Reimbursement	$ 78,540	80% Reimbursement
Other Revenue Federal sources (please describe)		
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 - Uniform sales and fundraisers	$ 17,500	Uniform sales and fundraisers
Other - Encore program fees	$ 30,000	$150 per student
Other (please describe)		
Other (please describe)		
Total Revenue	$ 3,751,268	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 1,387,680	Use staffing workbook
Substitute Teachers	$ 10,500	14 teachers, 5 days off, $150 per day, contracted service
Professional Development	$ 10,000	
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 1,408,180	

Instructional Supplies and Resources			
Textbooks	$	96,250	$55 per book, 5 subjects, 350 students
Library, periodicals, etc	$	5,000	
Technology	$	21,000	14 classrooms
Assessment materials	$	8,750	$25 per pupil
Computers	$	105,000	25 computers per classroom
Software	$	7,000	licenses
Other classroom supplies	$	70,000	$200 per student for the first year
Field trips, other unclassified items	$	7,000	Transportation and entrance fees, 1 trip per classroom
Co-curricular & Athletics			
Other (please describe)	$	30,000	Encore Programs
Other (please describe)	$	17,500	Uniforms, 2 per students, $25 per uniform
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	$	367,500	
Support Supplies and Resources			
Administrative Computers	$	4,000	Computers and 1 printer
Administrative Software	$	2,000	licenses
Administration Dues, fees, misc expenses	$	2,500	
Office supplies	$	17,500	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	$	26,000	
Board Expenses			
Charter Board Services, including Board Training, retreats	$	5,000	
Charter Board Supplies & Equipment	$	1,000	
Charter Board Dues, fees, etc	$	5,789	5.25% Interest on Year 0 Cash Flow Loan
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	$	11,789	
Professional Purchased or Contracted Services			
Legal Services	$	5,000	
Audit Services (compliant with SBOA requirements)			These invoices will begin year 2
Payroll Services			
Accounting Services			
Printing/Newsletter/Annual Report Services	$	20,000	Marketing
Consultants			
Internet Services	$	12,000	
Telephone/Telecommunication Services	$	9,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	$	30,000	Averages of similar charter schools used
Travel	$	1,000	
Postage	$	1,000	
Special Education Services	$	25,000	Contracted speech, OT and social work
Student Information Services			
Food service	$	327,250	Contracted Service
Transportation			
Nursing Services			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	$	430,250	

Facilities		
Rent, mortgage, or other facility cost	$ 279,000	31,000 square feet, $9 per foot
Furniture & Equipment	$ 136,350	$300 per student, $950 per employee
Gas/electric	$ 21,000	1,750 per month
Water/ Sewer	$ 3,300	$275 per month
Grounds Keeping	$ 6,000	$500 per month
Maintenance Services	$ 24,000	Equipment maintenance
Custodial	$ 18,000	$1,500 per month
Waste disposal	$ 3,000	$250 per month
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	$ 490,650	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	$ 88,788	**Assume 3% of Basic Grant (Row 6)**
CMO/EMO Fee	$ 266,364	**Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.**
Charter and Innovation Network School Advance Program Interest Costs		
Escrow account for dissillusionment / closure		**Schools are required to maintain an account in reserve to cover expenses for school closing. $10,000 should be placed in reserve starting in year 2 with a balance of $30,000 by year 4.**
Other (please describe)		
Other (please describe)		
Total Other	$ 355,152	
Total Expenditures	$ 3,089,521	
Carryover/Deficit	$ 661,746	

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. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Executive Director	0.5	80,000	40,000	13,200	53,200
Principal	1	70,000	70,000	23,100	93,100
Administrative/Office Manager	1	30,000	30,000	9,900	39,900
Instructional Coach/Dean of Curriculum	1	50,000	50,000	16,500	66,500
Dean of Students/Teacher	1	45,000	45,000	14,850	59,850
Teachers K-6	13	38,000	494,000	163,020	657,020
Special Education Teacher	1	38,000	38,000	12,540	50,540
PE Teacher	0.5	38,000	19,000	6,270	25,270
Art Teacher	0.5	38,000	19,000	6,270	25,270
Music Teacher	0.5	38,000	19,000	6,270	25,270
Computer Teacher	0.5	38,000	19,000	6,270	25,270
Dance Teacher	0.5	38,000	19,000	6,270	25,270
Theatre Teacher	0.5	38,000	19,000	6,270	25,270
Teachers Aides (Part Time)	7	11,000	77,000	19,250	96,250
Nurse	1	50,000	50,000	16,500	66,500
Facility Manager	1	40,000	40,000	13,200	53,200
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
TOTAL	31	680,000	1,048,000	339,680	1,387,680

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ 3,666,475	Foundation Grant, Complexity Grant, Full Day Kindergarten
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	$ 24,169	
Summer School		
Charter and Innovation Network School Grant Program	$ 212,500	**Under the FY16/17 appropriation, all charters in their first two years are automatically awarded $500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.**
Charter and Innovation Network School Advance Program		**Note: Please review IC 20-49-9 for information.**
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		**NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.**
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)	$ 80,198	
Title I	$ 255,000	
Title II	$ 17,000	
Federal Lunch Program	$ 226,981	80% Reimbursement
Federal Breakfast Reimbursement	$ 97,277	80% Reimbursement
Other Revenue Federal sources (please describe)		
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 - Uniform sales and fundraisers	$ 21,250	Uniform sales and fundraisers
Other - Encore program fees	$ 33,750	$150 per pupil
Other (please describe)		
Other (please describe)		
Total Revenue	$ 4,634,599	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 1,799,164	Use staffing workbook
Substitute Teachers	$ 12,750	17 teachers, 5 days off, $150 per day, contracted service
Professional Development	$ 12,500	
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 1,824,414	

Instructional Supplies and Resources			
Textbooks	$	20,625	$55 per book, 5 subjects, 75 additional students
Library, periodicals, etc	$	5,000	
Technology	$	54,500	3 additional classrooms, plus additional technology throughout school
Assessment materials	$	10,625	$25 per pupil
Computers	$	22,500	3 additional classrooms
Software	$	8,500	licenses
Other classroom supplies	$	21,250	
Field trips, other unclassified items	$	17,000	Transportation and entrance fees, 2 trips per classroom
Co-curricular & Athletics			
Other (please describe)	$	33,750	Encore Programs
Other (please describe)	$	21,250	Uniforms, 2 per students, $25 per uniform
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	$	215,000	
Support Supplies and Resources			
Administrative Computers			
Administrative Software	$	2,000	licenses
Administration Dues, fees, misc expenses	$	2,500	
Office supplies	$	21,250	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	$	25,750	
Board Expenses			
Charter Board Services, including Board Training, retreats	$	5,500	
Charter Board Supplies & Equipment	$	1,000	
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	$	6,500	
Professional Purchased or Contracted Services			
Legal Services	$	5,000	
Audit Services (compliant with SBOA requirements)	$	12,875	
Payroll Services			
Accounting Services			
Printing/Newsletter/Annual Report Services	$	15,000	Marketing
Consultants			
Internet Services	$	12,240	
Telephone/Telecommunication Services	$	3,200	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	$	31,500	Averages of similar charter schools used
Travel	$	1,214	
Postage	$	1,214	
Special Education Services	$	12,143	Contracted speech, OT
Student Information Services			
Food service	$	397,375	Contracted Service
Transportation			
Nursing Services			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	$	491,761	

Facilities			
Rent, mortgage, or other facility cost	$	279,000	31,000 square feet, $9 per foot
Furniture & Equipment	$	31,050	75 additional students and 9 additional employees
Gas/electric	$	21,000	1,750 per month
Water/ Sewer	$	3,300	$275 per month
Grounds Keeping	$	6,000	$500 per month
Maintenance Services	$	24,000	Equipment maintenance
Custodial	$	18,000	$1,500 per month
Waste disposal	$	3,000	$250 per month
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	$	385,350	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	$	109,994	**Assume 3% of Basic Grant (Row 6)**
CMO/EMO Fee	$	329,983	**Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.**
Charter and Innovation Network School Advance Program Interest Costs			
Escrow account for dissillusionment / closure	$	10,000	**Schools are required to maintain an account in reserve to cover expenses for school closing. $10,000 should be placed in reserve starting in year 2 with a balance of $30,000 by year 4.**
Other (please describe)			
Other (please describe)			
Total Other	$	449,977	
Total Expenditures	$	3,398,752	
Carryover/Deficit	$	1,235,847	

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. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Executive Director	1	82,400	82,400	27,192	109,592
Principal	1	72,100	72,100	23,793	95,893
Administrative/Office Manager	1	30,900	30,900	10,197	41,097
Office Assistant	1	25,000	25,000	8,250	33,250
Instructional Coach/Dean of Curriculum	1	51,500	51,500	16,995	68,495
Dean of Students/Teacher	1	46,350	46,350	15,296	61,646
Teachers K-6	16	39,140	626,240	206,659	832,899
Special Education Teacher	1	39,140	39,140	12,916	52,056
PE Teacher	0.5	39,140	19,570	6,458	26,028
Art Teacher	0.5	39,140	19,570	6,458	26,028
Music Teacher	0.5	39,140	19,570	6,458	26,028
Computer Teacher	1	39,140	39,140	12,916	52,056
Dance Teacher	0.5	39,140	19,570	6,458	26,028
Theatre Teacher	0.5	39,140	19,570	6,458	26,028
Social Worker	1	43,260	43,260	14,276	57,536
Teachers Aides (Part Time)	9	11,330	101,970	25,493	127,463
Nurse	1	51,500	51,500	16,995	68,495
Facility Manager	1	41,200	41,200	13,596	54,796
Custodians (Part Time)	1	11,000	11,000	2,750	13,750
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
			-	-	-
TOTAL	40	779,660	1,359,550	439,614	1,799,164

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ 4,097,825	Foundation Grant, Complexity Grant, Full Day Kindergarten
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	$ 27,622	
Summer School		
Charter and Innovation Network School Grant Program		**Under the FY16/17 appropriation, all charters in their first two years are automatically awarded $500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.**
Charter and Innovation Network School Advance Program		**Note: Please review IC 20-49-9 for information.**
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	$ 89,633	
Title I	$ 285,000	
Title II	$ 19,000	
Federal Lunch Program	$ 253,684	80% Reimbursement
Federal Breakfast Reimbursement	$ 108,722	80% Reimbursement
Other Revenue Federal sources (please describe)		
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 - Uniform sales and fundraisers	$ 23,750	Uniform sales and fundraisers
Other - Encore program fees	$ 37,500	$150 per pupil
Other (please describe)		
Other (please describe)		
Total Revenue	$ 4,942,735	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 2,114,406	Use staffing workbook
Substitute Teachers	$ 14,250	19 teachers, 5 days off, $150 per day, contracted service
Professional Development	$ 15,000	
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 2,143,656	

Instructional Supplies and Resources			
Textbooks	$	18,750	$55 per book, 5 subjects, 50 additional students plus replacement books
Library, periodicals, etc	$	5,000	
Technology	$	53,000	2 additional classrooms, plus additional technology throughout school
Assessment materials	$	11,875	$25 per pupil
Computers	$	15,000	2 additional classrooms
Software	$	9,500	licenses
Other classroom supplies	$	23,750	
Field trips, other unclassified items	$	19,000	Transportation and entrance fees, 2 trips per classroom
Co-curricular & Athletics			
Other (please describe)	$	37,500	Encore Programs
Other (please describe)	$	23,750	Uniforms, 2 per students, $25 per uniform
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	$	217,125	
Support Supplies and Resources			
Administrative Computers			
Administrative Software	$	2,000	licenses
Administration Dues, fees, misc expenses	$	2,500	
Office supplies	$	23,750	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	$	28,250	
Board Expenses			
Charter Board Services, including Board Training, retreats	$	6,000	
Charter Board Supplies & Equipment	$	1,500	
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	$	7,500	
Professional Purchased or Contracted Services			
Legal Services	$	5,000	
Audit Services (compliant with SBOA requirements)	$	13,261	
Payroll Services			
Accounting Services			
Printing/Newsletter/Annual Report Services	$	15,000	Marketing
Consultants			
Internet Services	$	12,485	
Telephone/Telecommunication Services	$	9,500	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	$	32,500	Averages of similar charter schools used
Travel	$	1,500	
Postage	$	1,500	
Special Education Services	$	14,000	Contracted speech, OT
Student Information Services			
Food service	$	490,875	Contracted Service
Transportation			
Nursing Services			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	$	595,621	

Facilities			
Rent, mortgage, or other facility cost	$	279,000	31,000 square feet, $9 per foot
Furniture & Equipment	$	19,750	50 additional students and 5 additional employees
Gas/electric	$	21,000	1,750 per month
Water/ Sewer	$	3,300	$275 per month
Grounds Keeping	$	6,000	$500 per month
Maintenance Services	$	24,000	Equipment maintenance
Custodial	$	18,000	$1,500 per month
Waste disposal	$	3,000	$250 per month
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	$	374,050	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	$	122,934.75	**Assume 3% of Basic Grant (Row 6)**
CMO/EMO Fee	$	368,804	**Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.**
Charter and Innovation Network School Advance Program Interest Costs			
Escrow account for dissillusionment / closure	$	10,000	**Schools are required to maintain an account in reserve to cover expenses for school closing. $10,000 should be placed in reserve starting in year 2 with a balance of $30,000 by year 4.**
Other (please describe)			
Other (please describe)			
Total Other	$	501,739	
Total Expenditures	$	3,867,941	
Carryover/Deficit	$	1,074,794	

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. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Executive Director	1	84,800	84,800	27,984	112,784
Principal	1	74,250	74,250	24,503	98,753
Administrative/Office Manager	1	31,800	31,800	10,494	42,294
Office Assistant	1	25,750	25,750	8,498	34,248
Instructional Coach/Dean of Curriculum	1	53,000	53,000	17,490	70,490
Dean of Students	1	47,700	47,700	15,741	63,441
Lead Teacher	1	45,000	45,000	14,850	59,850
Teachers K-6	18	40,300	725,400	239,382	964,782
Special Education Teacher	1.5	40,300	60,450	19,949	80,399
PE Teacher	0.5	40,300	20,150	6,650	26,800
Art Teacher	1	40,300	40,300	13,299	53,599
Music Teacher	1	40,300	40,300	13,299	53,599
Computer Teacher	1	40,300	40,300	13,299	53,599
Dance Teacher	0.5	40,300	20,150	6,650	26,800
Theatre Teacher	0.5	40,300	20,150	6,650	26,800
Social Worker	1	44,550	44,550	14,702	59,252
Teachers Aides (Part Time)	10	11,670	116,700	29,175	145,875
Nurse	1	53,000	53,000	17,490	70,490
Facility Manager	1	42,400	42,400	13,992	56,392
Custodians (Part Time)	1	11,330	11,330	2,833	14,163
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
TOTAL	45	847,650	1,597,480	516,926	2,114,406

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ 4,529,175	Foundation Grant, Complexity Grant, Full Day Kindergarten
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	$ 31,074	
Summer School		
Charter and Innovation Network School Grant Program		**Under the FY16/17 appropriation, all charters in their first two years are automatically awarded $500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.**
Charter and Innovation Network School Advance Program		**Note: Please review IC 20-49-9 for information.**
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	$ 99,068	
Title I	$ 315,000	
Title II	$ 21,000	
Federal Lunch Program	$ 280,388	80% Reimbursement
Federal Breakfast Reimbursement	$ 120,166	80% Reimbursement
Other Revenue Federal sources (please describe)		
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 - Uniform sales and fundraisers	$ 26,250	Uniform sales and fundraisers
Other - Encore program fees	$ 41,250	$150 per pupil
Other (please describe)		
Other (please describe)		
Total Revenue	$ 5,463,371	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 2,385,246	Use staffing workbook
Substitute Teachers	$ 15,750	21 teachers, 5 days off, $150 per day, contracted service
Professional Development	$ 17,500	
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 2,418,496	

Instructional Supplies and Resources			
Textbooks	$	18,750	$55 per book, 5 subjects, 50 additional students plus replacement books
Library, periodicals, etc	$	5,000	
Technology	$	53,000	2 additional classrooms, plus additional technology throughout school
Assessment materials	$	15,750	$30 per pupil
Computers	$	15,000	2 additional classrooms
Software	$	10,500	licenses
Other classroom supplies	$	26,250	
Field trips, other unclassified items	$	21,000	Transportation and entrance fees, 2 trips per classroom
Co-curricular & Athletics			
Other (please describe)	$	41,250	Encore Programs
Other (please describe)	$	12,600	Uniforms, 2 per students, $25 per uniform
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	$	219,100	
Support Supplies and Resources			
Administrative Computers	$	1,250	Additional computer and printer
Administrative Software	$	2,500	licenses
Administration Dues, fees, misc expenses	$	5,000	
Office supplies	$	26,250	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	$	35,000	
Board Expenses			
Charter Board Services, including Board Training, retreats	$	7,000	
Charter Board Supplies & Equipment	$	2,000	
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	$	9,000	
Professional Purchased or Contracted Services			
Legal Services	$	6,000	
Audit Services (compliant with SBOA requirements)	$	14,070	
Payroll Services			
Accounting Services			
Printing/Newsletter/Annual Report Services	$	15,000	Marketing
Consultants			
Internet Services	$	12,990	
Telephone/Telecommunication Services	$	9,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	$	34,965	Averages of similar charter schools used
Travel	$	1,500	
Postage	$	1,500	
Special Education Services	$	14,000	Contracted speech, OT
Student Information Services			
Food service	$	444,125	Contracted Service
Transportation			
Nursing Services			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	$	553,850	

Facilities			
Rent, mortgage, or other facility cost	$	279,000	31,000 square feet, $9 per foot
Furniture & Equipment	$	19,750	50 additional students and 5 additional employees
Gas/electric	$	21,000	1,750 per month
Water/ Sewer	$	3,300	$275 per month
Grounds Keeping	$	6,000	$500 per month
Maintenance Services	$	24,000	Equipment maintenance
Custodial	$	18,000	$1,500 per month
Waste disposal	$	3,000	$250 per month
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	$	374,050	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	$	135,875.25	**Assume 3% of Basic Grant (Row 6)**
CMO/EMO Fee	$	407,626	**Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.**
Charter and Innovation Network School Advance Program Interest Costs			
Escrow account for dissillusionment / closure	$	10,000	**Schools are required to maintain an account in reserve to cover expenses for school closing. $10,000 should be placed in reserve starting in year 2 with a balance of $30,000 by year 4.**
Other (please describe)			
Other (please describe)			
Total Other	$	553,501	
Total Expenditures	$	4,162,997	
Carryover/Deficit	$	1,300,374	

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. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Executive Director	1	87,300	87,300	28,809	116,109
Principal	1	76,400	76,400	25,212	101,612
Administrative/Office Manager	1	32,750	32,750	10,808	43,558
Office Assistant	1	26,500	26,500	8,745	35,245
Instructional Coach/Dean of Curriculum	1	54,590	54,590	18,015	72,605
Dean of Students	1	49,100	49,100	16,203	65,303
Lead Teacher	1	46,350	46,350	15,296	61,646
Teachers K-6	20	41,500	830,000	273,900	1,103,900
Special Education Teacher	1.5	41,500	62,250	20,543	82,793
PE Teacher	1	41,500	41,500	13,695	55,195
Art Teacher	1	41,500	41,500	13,695	55,195
Music Teacher	1	41,500	41,500	13,695	55,195
Computer Teacher	1	41,500	41,500	13,695	55,195
Dance Teacher	1	41,500	41,500	13,695	55,195
Theatre Teacher	1	41,500	41,500	13,695	55,195
Social Worker	1	45,850	45,850	15,131	60,981
Teachers Aides (Part Time)	11	12,000	132,000	33,000	165,000
Nurse	1	54,600	54,600	18,018	72,618
Facility Manager	1	43,700	43,700	14,421	58,121
Custodians (Part Time)	1	11,670	11,670	2,918	14,588
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
TOTAL	50	872,810	1,802,060	583,186	2,385,246

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ 4,960,525	Foundation Grant, Complexity Grant, Full Day Kindergarten
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	$ 34,527	
Summer School		
Charter and Innovation Network School Grant Program		**Under the FY16/17 appropriation, all charters in their first two years are automatically awarded $500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.**
Charter and Innovation Network School Advance Program		**Note: Please review IC 20-49-9 for information.**
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	$ 108,503	
Title I	$ 345,000	
Title II	$ 23,000	
Federal Lunch Program	$ 307,091	80% Reimbursement
Federal Breakfast Reimbursement	$ 131,611	80% Reimbursement
Other Revenue Federal sources (please describe)		
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 - Uniform sales and fundraisers	$ 28,750	Uniform sales and fundraisers
Other - Encore program fees	$ 45,000	$150 per pupil
Other (please describe)		
Other (please describe)		
Total Revenue	$ 5,984,007	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 2,603,235	Use staffing workbook
Substitute Teachers	$ 17,250	23 teachers, 5 days off, $150 per day, contracted service
Professional Development	$ 20,000	
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 2,640,485	

Instructional Supplies and Resources			
Textbooks	$	18,750	$55 per book, 5 subjects, 50 additional students plus replacement books
Library, periodicals, etc	$	5,000	
Technology	$	53,000	2 additional classrooms, plus additional technology throughout school
Assessment materials	$	17,250	$30 per pupil
Computers	$	15,000	2 additional classrooms
Software	$	11,500	licenses
Other classroom supplies	$	28,750	
Field trips, other unclassified items	$	23,000	Transportation and entrance fees, 2 trips per classroom
Co-curricular & Athletics			
Other (please describe)	$	45,000	Encore Programs
Other (please describe)	$	28,750	Uniforms, 2 per students, $25 per uniform
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	$	246,000	
Support Supplies and Resources			
Administrative Computers			
Administrative Software	$	2,500	licenses
Administration Dues, fees, misc expenses	$	5,000	
Office supplies	$	28,750	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	$	36,250	
Board Expenses			
Charter Board Services, including Board Training, retreats	$	7,500	
Charter Board Supplies & Equipment	$	2,500	
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	$	10,000	
Professional Purchased or Contracted Services			
Legal Services	$	6,000	
Audit Services (compliant with SBOA requirements)	$	14,500	
Payroll Services			
Accounting Services			
Printing/Newsletter/Annual Report Services	$	15,000	Marketing
Consultants			
Internet Services	$	13,000	
Telephone/Telecommunication Services	$	10,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	$	35,000	Averages of similar charter schools used
Travel	$	2,000	
Postage	$	2,000	
Special Education Services	$	15,000	Contracted speech, OT
Student Information Services			
Food service	$	490,875	Contracted Service
Transportation			
Nursing Services			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	$	603,375	

Facilities		
Rent, mortgage, or other facility cost	$ 279,000	31,000 square feet, $9 per foot
Furniture & Equipment	$ 19,750	50 additional students and 5 additional employees
Gas/electric	$ 21,000	1,750 per month
Water/ Sewer	$ 3,300	$275 per month
Grounds Keeping	$ 6,000	$500 per month
Maintenance Services	$ 24,000	Equipment maintenance
Custodial	$ 18,000	$1,500 per month
Waste disposal	$ 3,000	$250 per month
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	$ 374,050	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	$ 148,815.75	**Assume 3% of Basic Grant (Row 6)**
CMO/EMO Fee	$ 446,447	**Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.**
Charter and Innovation Network School Advance Program Interest Costs		
Escrow account for dissillusionment / closure		**Schools are required to maintain an account in reserve to cover expenses for school closing. $10,000 should be placed in reserve starting in year 2 with a balance of $30,000 by year 4.**
Other (please describe)		
Other (please describe)		
Total Other	$ 595,263	
Total Expenditures	$ 4,505,423	
Carryover/Deficit	$ 1,478,583	

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. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Executive Director	1	90,000	90,000	29,700	119,700
Principal	1	78,700	78,700	25,971	104,671
Administrative/Office Manager	1	33,750	33,750	11,138	44,888
Office Assistant	1	27,295	27,295	9,007	36,302
Instructional Coach/Dean of Curriculum	1	56,200	56,200	18,546	74,746
Dean of Students	1	50,575	50,575	16,690	67,265
Lead Teacher	1	47,750	47,750	15,758	63,508
Teachers K-6	22	42,750	940,500	310,365	1,250,865
Special Education Teacher	2	42,750	85,500	28,215	113,715
PE Teacher	1	42,750	42,750	14,108	56,858
Art Teacher	1	42,750	42,750	14,108	56,858
Music Teacher	1	42,750	42,750	14,108	56,858
Computer Teacher	1	42,750	42,750	14,108	56,858
Dance/Theatre Teacher	1	42,750	42,750	14,108	56,858
Social Worker	1	47,225	47,225	15,584	62,809
Teachers Aides (Part Time)	13	12,360	160,680	40,170	200,850
Nurse	1	56,225	56,225	18,554	74,779
Facility Manager	1	45,000	45,000	14,850	59,850
Custodians (Part Time)	3	12,000	36,000	9,000	45,000
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
TOTAL	55	856,330	1,969,150	634,085	2,603,235

ATTACHMENT 18
Budget Narrative

Attachment 18
Budget Narrative

HIAT's assumptions and revenue estimates will include: food service program, full day kindergarten grant, textbook reimbursement, public charter school program (PCSP) planning grant (which will be pursued), federal title I and title II grant programs, and student activity fees. Detail on significant revenue calculation assumptions are included in the notes section of each year's budget template. HIAT has grant writers on the board for pursuing grants and donations. On the governing board, finance and fundraising committees are established for seeking funds as well. The after school encore program will be funded via per student fees.

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

Per Pupil Revenue are based on the tuition support rate of $4,967 plus the complexity rate of $3,489. Per Pupil revenues are calculated using calendar year funding cycle based on previous September ADM enrollments. For Subsequent years the increased enrollment is applied to the adjusted ADM (2% annual increase) rate for the calendar year (January through December).

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

If any of the above revenues are not received or lower than anticipated, the local management will monitor and adjust expenditures as needed to maintain a balance budget and financial stability of the school. The primary area of reduction will be in staffing. We have matched our expenditures to the applicable grant funding. For example, if the ADM rate were reduced we would reduce pay rates or staffing levels. The board is also attempting to secure a relationship with a local lending institution to provide start-up funding to cover the initial year 1 cash flow needs.

The local management has prepared the budget based on comparison with other similar approved school budgets and expertise of current board members. The budget is designed to generate carryover funds to accumulate and cover any unanticipated or unexpected expenses that may arise.

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

Special Education teachers and instructional aides are included in the budget and supplies for such programs included in other educational supplies per student calculation. Retirement plan contributions for both 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.

A portion of the carryover funds generated as budgeted and by actual operations will be retained for capital and insurance reserve fund. In addition, the budgets do include expenditures for capital in all years designed to cover repair and replacement of capital expenses based on experience.

ATTACHMENT 19

Existing Non-Profit Entry Financials

(Non-Applicable)

APPENDIX

APPENDIX 1

Leona Technology Program

Leona Technology Program

A goal of No Child Left Behind is that schools will "*assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.*"
The Michigan Educational Technology Standards for Students (METS-S) are aligned with the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS-S) and the Framework for 21st Century Learning. The Michigan standards are intended to provide educators with a specific set of learning expectations that can be used to drive educational technology literacy assessments. These standards are best delivered by authentic instruction and assessment with direct curricular ties and it is intended that these Standards will be integrated into all content areas. The preparation of our students to the successful in the 21st Century is the responsibility of all educators.

Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and
access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire
lifelong knowledge and skills in the 21st century.

2009 Michigan Educational Technology Standards for Students
Approved by the State Board of Education - October 2009

Universal Design for Learning (UDL)

CAST (the Center for Applied Special Technology) offers three principles to guide UDL: provide multiple means of
representation; provide multiple means of expression; and provide multiple means of engagement. CAST asserts
that "These UDL Guidelines will assist curriculum developers (these may include teachers, publishers, and others) in
designing flexible curricula that reduce barriers to learning and provide robust learning supports to meet the needs of
all learners." Educational technologies can be valuable resources for educators in addressing the UDL guidelines. For
additional information on UDL, visit the CAST website: www.cast.org.

Grades 3-5

Universal Design for Learning (UDL)

CAST (the Center for Applied Special Technology) offers three principles to guide UDL: provide multiple means of representation; provide multiple means of expression; and provide multiple means of engagement. CAST asserts that "These UDL Guidelines will assist curriculum developers (these may include teachers, publishers, and others) in designing flexible curricula that reduce barriers to learning and provide robust learning supports to meet the needs of all learners." Educational technologies can be valuable resources for educators in addressing the UDL guidelines. For additional information on UDL, visit the CAST website: www.cast.org.

State Board of Education

Kathleen N. Straus, President
John C. Austin, Vice President

For additional information and resources relating to the 2009 METS-S, please visit:
http://www.techplan.org/METS

3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle,
Blackboard) and online resources for group learning projects
3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended
audience (e.g., presentations for classmates, newsletters for parents)
3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures,
web pages) to communicate information and ideas to various audiences

3-5.CC. Communication and Collaboration—By the end of grade 5 each student will:

3-5.RI.1. identify search strategies for locating information with support from teachers or library media specialists
3-5.RI.2. use digital tools to find, organize, analyze, synthesize, and evaluate information
3-5.RI.3. understand and discuss that web sites and digital resources may contain inaccurate or biased information
3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous
facts and that multiple sources should always be researched

3-5.RI. Research and Information Literacy—By the end of grade 5 each student will:

3-5.CT.1. use digital resources to access information that can assist in making informed decisions about everyday matters
(e.g., which movie to see, which product to purchase)
3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational
software) to collect, organize, and evaluate information to assist with solving problems
3-5.CT.3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy,
environment)

3-5.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 5 each student will:

3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking,
text messaging, cyber bullying, plagiarism)
3-5.DC.2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)
3-5.DC.3. describe precautions surrounding personal safety that should be taken when online
3-5.DC.4. identify the types of personal information that should not be given out on the Internet (name, address,
phone number, picture, school name)

3-5.DC. Digital Citizenship—By the end of grade 5 each student will:

3-5.TC.1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)
3-5.TC.2. describe ways technology has changed life at school and at home
3-5.TC.3. understand and discuss how assistive technologies can benefit all individuals
3-5.TC.4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media
3-5.TC.5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)

APPENDIX 2

Arts & Technology Integration Goals

Program Goals Grades K-8	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Music Students learn elements of music –listening and understanding: • Orchestra • Composers • Band • Instruments • Songs **Visual Arts** **Dance** Students learn dance skills and the creative process. Students identify elements of dance and respond to popular dances and their place of origin. . **<u>Program Goals K-8</u>**	Students sing along with others and individually expressively. Students learn how to sing as well as play songs in a band or orchestra. Integration of music in all areas of the curricula. Students use dance as a way to create and to communicate. Students use dance to identify and describe the plot, setting, and theme in stories. **<u>Program Objectives</u>**	Students sing songs from memory and from various styles and cultures. They sing: • Warm up exercising listening for good tone and diction • A capella • Ostinato and partner songs • Follow the conductor • Listen to describe and analyze music Participant in productions. Preparation of research reports about music using technology. Identification of the music (era) of various cultures. Attend concerts and other productions. Dance Starters: Moving to the Beat, Group sculptures, Action words, body parts Shapes, Letters and Songs (Physical Education) Student involvement in activities that stress: • Motor skills and **<u>Program Activities</u>** movement patterns Movement concepts • Physical Activities • Health	Students articulate through discussion and performances music in relation to the other arts, and disciplines, They identify familiar music and music from other periods. Student is able to develop criteria for musical quality. Students demonstrate music as a way of communicating and identifying cultures. Evaluate dance performance in an activity Student demonstrates improved social behavior Overall improvements in all disciplines—language arts, science, social	Pre and Post Tests students identify differences and similarities in the meaning of common terms. Participation in choir and other musical productions. Identify instruments and types of music through listening. Use technology to research the historical culture of a period. Participates successfully in an individual or group production. Increased test scores in reading, math, science, language arts (+5 and up) Rubric for scoring dance performance evaluation. Logs, records of decreased interventions End of unit assessments Logs, records,

Drama Students understand the significance of theatre and its relationship to history and cultures. 2) Students will examine the dynamic relationship between community, culture, and the theatre. **<u>Program Goals K-8</u>** Students interact with others expressing their creativity and individuality to encourage team building, leadership and self-esteem.	Children work under the direction of a professional taking on real or imaginary roles and imitating a particular behavior. Students will understand and analyze the dramatic structure of plays and **<u>Performance Objectives</u>** performances. Students will explore careers in the Arts.	enhancing physical fitness • Responsible personal and social behavior. Attend plays and other art performances. Study character education and its effect on one's success. Students will engage in Project learning to explore the ways people in the past have used performance or ritual to communicate. A variety of genre will be explored to create projects for dramatization. Students dramatize stories using improvisation and theatre games. Students will participate in Socratic seminars, **<u>Program Activities</u>** discussions and debates. Students demonstrate a short dance they created based on ideas, images and feelings of a poem. Students demonstrate acting skills (such as sensory recall, concentration, diction) depicting characterizations. Students explain basic physical and technical	studies, mathematics; and **<u>Performance Measures</u>** classroom performance.. School attendance (95%) increases. Decrease in student referrals Students participate in productions Students demonstrate the development of acting skills through observation, improvisation, and script analysis. Students create productions and attend local theatre. The arts—dance, music, visual art, and media arts are integrated throughout the curriculum.	teacher monitoring, ISTEP, NWEA **<u>Assessment Strategies</u>** Log, records of decreased interventions Improved test scores in all academic areas. Logs, records of decreased interventions, suspensions. Presentations and exhibitions of student activities. Students design and implement elements of a visual environment. Audiences are invited to the production. Students apply critical and creative thinking skills to solve problems (as evidenced in assessments). Alignment of performances and productions with the Arts, Health, and Fitness Standards.

After School Enrichment After school programs will be an extension of the aforementioned. Professionals and other programs will enhance the regular school day program.	.	aspects of theatre (light, color, electricity, paint and make-up. Students create or perform a jingle for a bubble gum commercial .	**<u>Performance Measures</u>** Exhibitions and Productions Overall improvement in test scores across the curriculum. Improved Attendance Improved student behavior	**<u>Assessment Strategies</u>** Logs/Teacher Records Attendance Records Decrease in student referrals (teacher records)

APPENDIX 3

The Leona Group Assessment

Although all students will learn character education, the large projects that are completed at the end of the year for each grade level will entail receiving an award, public accolades in front of the community at an annual gathering for completing each level very similar to those rewards and honors bestowed on law enforcement and those in public safety in general. Local members of the public safety arena will speak in honor of student accomplishments.

Weekly students will be able to earn character points by volunteering for service learning hours in their particular character trait. Students will also be involved in CPR, conflict resolution and peer mentoring. Daily students will learn character literacy, character enhancing behavior, and advocacy and promotion of character will be infused in the curriculum.

Assessment

"Firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement, Mr. Black and Mr. William point out. Indeed, they know of no other way of raising standards for which such a strong prima facie case can be made." Black, P and William, D., "Inside the Black Box". Phi Delta Kappan, October, 1988, p.139

The academy assessment system is an intricate part of our teaching and learning. A litany of formative, benchmark and summative assessments provide data for students academic performance. **Formative assessments**, inform our instruction and data is used to change or adjust teaching. Teacher engages student in the monitoring of student learning and decides if the student needs remediation or enrichment . Student receives frequent and meaningful feedback on performance . **Benchmark assessments** diagnoses student level for ability grouping and/or monitors progress . Grade-level teams use data to identify strengths and gaps in curriculum and instruction . Teachers may modify instruction for student groups or individuals based on their progress. **Summative assessments** monitor grade level progress and teacher performance. The Parents, Board of Directors and building level teams develop strategic, long-term evaluation of curriculum and programming based on trends over time .

Assessment review

Grade	Assessment	Minimal Student Growth Target		
		Fall	Winter	Spring
9-10	Scantron (PS) Standard Itemize Pool (SIP) %	Scores to be determine	SIP scores will hover around 50% or better for	SIP scores will range between 75% - 90%
9-11	Read 180	*The initial diagnostic test will determine the appropriate growth rate for individual students. Ongoing*		
9-10	ACT Plan / Explore	Pre-Test scores to be determined	N/A	Students composite scores will increase by 1-2 points annually

11-12	ACT Practice (Kaplan)	Pre-Test scores to be determined	N/A	Students composite scores will increase by 1-2 points
9	MEAP	MEAP scores will increase annually by 5-10 %		
11	MME / ACT	MME/ACT scores will increase by 1-3 points annually		
9-12	Study Island	75 % mastery on each unit assessment in the core content area		
9-12	MCOLES practice test	75 % mastery on each unit assessment		

Scantron Performance Series is a computer adaptive web-based testing system , standards aligned the CCSS. The Standard Item Pool (SIP) Scores are based on Common Core State Standards. The mean SIP (%) are the scaled score s that represents the percentage of test questions that students would be expected to answer correctly, if they were to test on the entire item pool for that grade level and content area. **Uses** - Scantron produces class room reports that allows teachers instant access to how students performed on the CCSS. Therefore, teachers are able to differentiate instruction and/or place students in ability grouping, adjust the curriculum and instruction. Teachers can encourage students to monitor their own progress. Parents and students will be mailed quarterly reports.

Read 180 is a comprehensive reading system designed for students reading two or more years below grade-level. READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. **Uses** - Read 180 produces individual reports that monitor students acquisition of reading comprehension skills. Similar to scantron, teachers can encourage students to monitor their own progress.

The ACT – PLAN/EXPLORE is a powerful predictor of success on the ACT. The ACT-PLAN test helps 8/9th and 10th graders build a solid foundation for future academic success. **Uses** -Comprehensive guidance resource that helps students measure current academic development and explore career/training options.

Michigan Commission on Law Enforcement Standards (MCOLES) benchmark assessment will be given quarterly to measure students progress toward. **Uses** : The MCOLES practice test will measure students performance on the MCOLES . Teachers and Administrators are able to adjust the curriculum and instruction and identify students for advance placement courses.

All strategies will be in alignment with plans for high standards, a rigorous curriculum, aligned assessments, responsiveness to student needs and embedded professional learning. With this rigorous and adaptable curriculum placed in a framework of **Response to Intervention (RtI)** and high expectations of all students and adults, the achievement gap will be closed swiftly.

APPENDIX 4

Contract for Partners

GENERAL CONTRACT FOR PARTNER SERVICES

This Contract (this "Contract") is made effective as of August 20, 2016, by and between Heritage Institute of Arts and technology, of P.O. Box 11113, Merrillville, Indiana 46375, (HIAT), and , of SAMPLE BUSINESS of Merrillville, Indiana 46410, (IBT).

1. DESCRIPTION OF SERVICES. Beginning on August 20, 2016, "Sample Business" will provide to HIAT the following services (collectively, the "Services"):

HIAT will offer the opportunity for different business such as "Indiana Ballet Theater IBT" in Arts and Technology to provide public and private services for the students.

Indiana Ballet Theater will offer professional development quarterly for teachers and prior to the opening of school instruction to reinforce lessons for "Encore Program". Indiana Ballet Theater will be an intricate part of HIATs success in the performing arts strategic plan and supporting the implementation of standards-integrated arts. Services will be offered once a week per semester to the students

Dr. Darlene Henderson

Heritage Institute of Arts & Technology

President/CEO

Www.The-Hiat.org

219-381-5908

APPENDIX 5

Leona Implementation Calendar Plan

Leona Implementation Calendar

Academy Name
2016-2017
Implementation Team Calendar

Compile	DEC '12	JAN'13	FEB '13	MAR '13	APR '13	MAY '13	JUNE '13	JULY '13	AUG '13	Facilities	Notes:
										Architectural review	
										Fire Marshall inspection	
										Lease/Purchase agreement for building	
										City approval	
										Select contractor	
										Prepare construction timeline	
										Environmental health approval	
										County health approval	
										Handicap accessible approval	
										Occupancy permit	
										Fire Marshall final approval	
										Internal wiring for phones, data, intercoms	
										Site financing	
										School signage	
										Obtain building code	

X	D	J	F	M	A	M	J	J	A	**Human Resources**	
										Identify and post vacancies	
										Arrange interviews	
										Identify school leader	
										Define remaining staffing needs	
										Identify unique hiring requirements	
										Develop recruiting plan	
										Post jobs online	
										Update TLG website job postings	
										Define school calendar	
										Schedule interviews	
										Make offers (effective mid-August)	
										Schedule employees for orientation	
										Process new-hires	
										Plan prof. dev. Opportunities	
										Kickoff invitations	
										SL initiates entry year teacher process	
										Create AIT, Division, Dept codes	
										Set up drug testing site ID, order supplies	
										Notify benefit carriers/set up plan IDs	
										Schedule benefit presentations	
										Research tax withholdings/est. codes	
										Schedule management training (sl, om)	
										Provide HR procedure guide (sl, om)	

X	D	J	F	M	A	M	J	J	A	**Budget/Finances**	
										Grant $	
										Financing/Loans (dependent on MDE#)	
										Proposed Budget	
										Prepare cash flow	
										Purchase insurance - Special Projects	
										Projected enrollment - Marketing	

X	D	J	F	M	A	M	J	J	A	**Materials/Equip.**	
										Telephone	
										Utilities	
										Fax machine (order/delivery)	
										Student furniture (order/delivery)	
										Teacher furniture (order/delivery)	
										Office furniture (order/delivery)	
										Copy machine (order/delivery)	
										Cases of copy paper (order/delivery)	
										Order textbooks (order/delivery)	
										Order office supplies (order/delivery)	
										Order misc. teacher supp. (order/delivery)	
										Cell phones (order/delivery)	

X	D	J	F	M	A	M	J	J	A	**Educational Program**	
										Prepare final school schedule and calendar	
										Identify adult roles/educational goals	
										Order support materials	
										Arrange training for all staff	
										Professional Development/Mentoring	
										Initial curriculum	
										School Improvement template; SIP Team	
										Inclusion training	
										Identify Special Education Students	
										Coordinate with ISD for svcs.	

X	D	J	F	M	A	M	J	J	A	**Marketing**	
										Conduct market analysis	
										Prepare logo/letterhead	
										Order banners	
										Prepare and flyer/materials	
										Identify logistics for informational meeting	
										Select and use media advertisement	
										Host informational meeting	
										Set enrollment targets	
										Set open enrollment period	
										Conduct open enrollment	
										Admit students/lottery if necc./notify parents	
										Hold registration - ongoing, summer	
										Compile community key leaders list	
										Signage	