

Application to Establish a BSU Charter School

Neighbors'
New Vistas High School



By Neighbors' Educational Opportunities, Inc.

5391 Central Avenue
Portage, IN 46368

Forging Promising Futures....

A. Information Sheet

1. School Information

Proposed Name of Charter School

Neighbors' New Vistas High School

Proposed Location (School District)

Portage Township School District

Planned Enrollment and Grades	Grades Served	Proposed Enrollment
Year 1	9-12	100
Year 2	9-12	125
Year 3	9-12	150
Year 4	9-12	175
Year 5	9-12	200

Desired School Opening Date 8/20/12

2. Proposed Affiliations

Educational Management Organization (if any)

Public Contact Info (Name & Phone #)

Rebecca Reiner, 219-850-4446

3. Lead Applicant Contact Information

Lead Applicant Name Rebecca Reiner, President, Neighbors' Educational Opportunities, Inc.

Mailing Address 5391 Central Avenue

City Portage Zip Code 46368

E-Mail Address *rreiner@neoadulted.org* or *info@neoadulted.org*

Primary Phone # 219- 850-4446

Secondary Phone # 219- 850-4448

Lead Applicant Media Contact Phone # 219-850-4448

Signature

Submit Print Copy of Completed Proposal to:

Office of Charter Schools • Ball State University • Teachers College 910 •
Muncie, IN
47306

B. Application Summary

1. Charter School Name

Neighbors' New Vistas High School

2. Charter School Location

Portage Township School District

3. Anticipated Opening Date

August 20, 2012

4. Management Organization Name (if applicable)

	non profit or for profit
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5. Other Partner Organization(s) (if applicable)

TBD – possibly with Valparaiso University, Portage YMCA, Ivy Tech, Portage Work One

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012	9-12	100
Year 5	2016	9-12	200

7. Applicant(s)

Name	Bio
Rebecca Reiner	Mother of two grown daughters, experienced & licensed teacher & school educator, Valparaiso resident, NEO president & founding member, avid film buff & swimmer.

8. Proposed Board of Trustees

Name	Bio
Sharon Mortensen	Board chair, mother of one son, certified public accountant & business owner, Ex. Director of PACT (Prisoners and Community Together), “advocate for at-risk” youth
Albert Trost	Board Secretary, Valparaiso University professor for 45 years, Chair of the Dept. Education & Education Policy Committee, Director of Strategic Planning & Budget Advisory.
Linda Friedrich	Board treasurer, Retired Director of Portage Adult Education (27 years), active member of NWI Literacy Coalition, resident of St. John in Lake County, avid world traveler and line dancer!
Derek Dabrowiak	Board member, Ivy Tech Associate Director of Admissions, married and father of two children, resident of Hobart, enjoys golf, pro baseball & football, and local history buff.
Vacant	Reserved for business representative
Vacant	Reserved for community representative
Vacant	Reserved for parent and/or student representative

NEIGHBORS' NEW VISTAS HIGH SCHOOL

9. Overview of Proposed Program

a. School's Mission and Vision: The mission of Neighbors' New Vistas High School is to offer Porter and Lake County students a viable opportunity to earn their high school diploma and to gain the skills necessary for success in an ever changing global economy. This will be done by centering instruction, curriculum, opportunities and relationships on the goal of cultivating a learning community of engaged citizens, collaborative workers, creative problem-solvers, effective communicators, life-long learners, and self-reflective individuals. This community will be nurtured by commitment to a rigorous curriculum, personal responsibility, high expectations, and caring relationships.

b. Rationale for Establishing School: Since 1962, Portage Adult Education (PAE) was a lifeline to thousands of northwest Indiana residents who wished to advance their academic skills in order to earn a high school diploma or GEDs, learn English as a second language, acquire citizenship skills, and/or preparing for college and/or the workplace. After sponsoring the program for 49 years, the Portage Township School Corporation voted in January of 2011 to close the program at the conclusion of the school year on June 30, 2011 citing financial reasons. A plan was needed to save this valuable program.

A group of committed educators and community members formed Neighbors' Educational Opportunities, Inc.(NEO), a non-profit organization in March 2011 to continue the valuable serviced provided by PAE for 49 years. NEO organizers assessed the need and developed a strategic plan to assure viability of continuance of the comprehensive services offered at 5391 Central Avenue in Portage. That plan included the continuation of the ABE program, GED testing, and the establishment of the Neighbors' New Vistas High School. This ensured the continuation of alternative secondary credit opportunities for the 250 -350 Northwest Indiana students who turned to the adult high school annually.

c. School's Key Design Elements: The educational foundation of Neighbors' New Vistas High School will be intrinsically rooted in the commitment to promoting leadership skills, a connection to community, and an educated and work-ready graduate. Neighbors' New Vistas High School will incorporate the best practices from our experiences of working with our targeted population and current research-validated best practices to meet the needs of the students we serve. The school's educational program will incorporate multiple levels of a.) individual support, b.) opportunities to succeed and lead, and c.) connections to the community and the world of advanced learning and work. These practices include, but are not limited to the following:

Flexible scheduling (daily and year-round)
Childcare and other supportive services
Educational cohorts
Differentiated instructional strategies

Contextualized and rigorous curriculum
Intrinsic connection to community
Authentic assessments
Preparation for post-secondary advancement
Leadership opportunities

These are explained in greater detail in the Education Section of this proposal, # 6-9.

d. Instructional Day and Hours of Operation: Neighbors' New Vistas High School will offer a 181-day, core 4- term school year that will run from mid-August through May. The day will start with an advisor/advisee period followed by three core instructional periods until 2:35PM. The school year will also include a required two-week career-related "internship", five school-wide community service days, and 30 individualized instructional Fridays. The school will provide alternative scheduling to meet the diverse needs of students including an optional fourth period, from 3:00 – 4:45PM and an addition two-week long internship block, and a three-week Summer Session during the month of July.

e. Subjects to be Taught: NNVHS curriculum will promote in-depth learning investigations, interdisciplinary projects, critical thinking skills, creative problem-solving and collaborative team work. The curriculum will fully support the academic foundations expected by the Indiana Department of

Education's Core 40 standards and include all required high-school English, Math, Science, Social Studies, Arts, PE, Health, Foreign Language, and Health classes along with a rich offering of electives. Students will also be able to participate in a variety of Career Pathways certification programs offered at the school, off site, and through distance learning.

f. Unique Characteristics of Program: The staff and school has vast knowledge of and experience with delivering supportive services and intervention strategies needed to assist “at-risk” youth in successfully meeting their academic goals including having an on-site childcare program, the Portage Adult Learning Center, Ivy Tech Community College classes, and access to the Work-One Career Counselor. NNVHS students may attend the Portage Adult Learning Center for English as a Second Language instruction or one-on-one academic support and enrichment.

g. School's Instructional Leadership Model and Supervision and Support for Teachers: NEO embraces a shared leadership philosophy that includes the principal as the educational leader, teacher leadership roles, and critical friends, peer mentors staff evaluation teacher involvement

h. Unique Professional Development Plans: NEO intends to offer in-house professional development in conjunction with the Valparaiso University Education Department in the field of student assessments, the use of technology in developing and maintaining student portfolios, and in the development of a core service learning component to our school-wide program.

i. Management Structure, Instructional and Operational Leadership Positions and Lines of reporting: NNVHS will be governed by Board of Directors that will set policies, approve budget, and hire the executive director. The executive director will work closely with the school's administrative team –the principal, financial and assurances director, and registrar, and with the teachers, parents, and students to ensure an effective systems of communication, decision making, and accountability that will support the school's educational program. A clearly defined decision-making hierarchy will established with role clearly defined and understood by all members of the administrative team, the teaching faculty, and the support staff.

j. Intended Relationships and Partnerships: NEO has established a strong connection to other adult education programs in the region and through this network, NEO will access valuable professional development training for its staff as well as participation in seminars to analyze regional educational and work-related trends, job –sector demands, and effective data management systems. NEO will also develop a broader relationship with regional institutions of high learning - Valparaiso University, Purdue North Central, Indiana University NW, and Ivy Tech Community College to offer our remediation and secondary credit services to entering students, partner to extend our Career Pathways certification programs, and collaborate on professional development, dual credit, service learning, and student internship and practicum placements. NEO will work closely with local agencies, businesses, and groups to extend student options, including working with the Portage YMCA to offer NNVHS students a wide range of physical education opportunities, area businesses to partner with us for student internships, and local agencies for community service opportunities.

k. Location of School: NEO has secured the rights to lease the existing Portage Adult Education Center at 5391 Central Avenue in Portage, Indiana, from the Portage Township School Corporation for \$1 a year. The facility is a well-maintained, three- story brick building that houses 19 classrooms, six offices, seven bathrooms, a gym, cafeteria, and ample storage and parking. It is conveniently and centrally located between Porter and Lake County and easily accessible via numerous highways. The facility is currently equipped as and run as a comprehensive educational facility that includes an adult high school/ secondary credit program and an Adult Basic Education (ABE) center that offers GED and English as a Second Language (ESL) classes. The location of the school is in close proximity to seven surrounding school corporations including Portage, Valparaiso, Chesterton, Wheeler, Hobart, Lake Station, and Gary. Students from additional northwest Indiana school corporations access the facility as well.

NEO has conducted preliminary background checks on NEO's president, Rebecca Reiner, and Board members Sharon Mortensen, Linda Friedrich, and Derek Dabrowiak. NEO has an expanded check that was completed through Valparaiso University on Albert Trost. These are found in the Applicant Created Folder labeled Attachment B – Expanded Criminal History Checks.

If this proposal to charter is granted, NEO will submit expanded checks on all board members listed here

Attach as PDF"S (Portable Document File - Adobe® Form) named, **Attachment B – Expanded Criminal History Checks**

and on additional board members that are recruited.

Preliminary Information

1. Community Support and Demand

a. Describe any explicit support for this proposal from the district in which the school intends to be located and provide supporting evidence. In addition, describe the school's intended strategies for establishing and maintaining an ongoing relationship with the local school district, including any foreseen opportunities or challenges.

District Support:

Neighbors' New Vistas High School will be located in the Portage Township School Corporation (PTS) in Northwest Indiana. Although PTS Trustees voted to end their sponsorship of the Portage Adult Education program, the administration has supported NEO's efforts to continue the program and open the NNVHS in many ways including:

1. PTS negotiated a favorable lease for NEO to use the educational center at 5391 Central Avenue building for adult education services and the charter school.
2. The PTS trustees unanimously approved the lease on June 22, 2011.
3. PTS turned over to NEO all existing educational supplies, furniture, computers, and material for its use in running adult education services and the charter school.
4. PTS signed a Memorandum of Understanding with NEO to issue high school credits and diplomas to students taking credit recovery classes in NEO's adult secondary credit (ASC) program during the preoperational year of 2011-2012.
5. PTS Assistant Superintendent, Tom Taylor, was very helpful in the transition of adult education services from PTS to NEO in many ways including allowances for custodians to complete summer work, assigning Instructional Technology staff to assist with the transfer of phones and internet services to NEO, and providing valuable information about facility use and costs.
6. PTS has included NEO students in their annual College Fair.

NEO has also secured support from other school districts from which many of PAE's students have come from. The support has been in the form of sharing student information, encouragement, and the superintendents signing MOUs guaranteeing that their district will issue credits and diplomas (when applicable) to students who reside in their district but take classes with NEO during this year. To date, NEO has agreements from the superintendents of the following school districts:

Portage Township Schools	MSD Boone Township School Corp. (Hebron)
Valparaiso Community Schools	MSD of New Durnham Township (Westville)
Duneland School Corporation (Chesterton)	School City of Hobart
River Forest School Corporation	Lake Station Consolidated Schools
Lake Ridge Schools (Calumet)	Gary Community School Corporation
School City of East Chicago	

NEO executive director, Rebecca Reiner, will approach other area superintendents on a case by case basis as students from other districts enroll in NEO's ASC program. So far, the cooperation of surrounding districts has been very encouraging.

NEO's executive director and Board of Directors intend to implement a variety of strategies to ensure continuation of positive and professional ongoing relationships with PTS and other local school districts. First, Ms. Reiner will continue to keep neighboring school districts informed of NEO's educational services and information about the Neighbors' New Vistas High School by making public information about enrollment, curriculum, and student assessment results. She will continue to initiate conversations with different members of the PTS faculty. The NEO staff is glad to be a part of the PTS College Fair and plan to reciprocate by inviting specific classes, students, and /or teachers to various events that will be held at the adult education center including our Career Pathways programs that we hope to begin in January. NEO plans to continue to note PTS's positive support of this transition on every opportunity that arises including newspaper articles, presentations, and personal encounters. It is critical to promote, at every opportunity, a positive, collaborative, and professional relationship between NEO and PTS. Developing personal and professional relationships with members of the PTS community will go a long way to achieving this end.

NEO also plans to open the education center to more community use, primarily during hours when the school is not in session. The executive director will be "in the loop" of many discussions about community and district need and offer, whenever possible and appropriate, educational and community offerings at the school including using the place for voting, blood drives, and food drives.

NEO also intends to pursue partnerships with other educational providers to maximize opportunities offered at the education center. One example of this is a work in progress but worthy of mention. NEO hopes to offer facility space to the Porter County Career and Technical Center for their extensive career and vocational programs. This will alleviate some of the space issues that restrict that program and make those services more accessible to students who live in the Portage area.

Neo board members are active advocates of the proposed school and use every opportunity to share information about the school in their various spheres of influence and contacts. Through this advocacy and outreach, NEO plans to actively extend NEO connections with the greater Portage community. This outreach will help foster ongoing positive relationships with PTS and neighboring school districts.

During this preoperational year, the NEO executive director and board will need to remain mindful of any hint of a switch in the tone between NEO and PTS. It is possible, although not certain, that this may occur as PTS expands its alternative school program it has started this year. This may present a challenge to current dynamics as both entities may be targeting the same student population. This will be an ongoing part of the NEO strategic plan and Ms. Reiner will maintain good communications with Mike DePasquale, the director of the PTS program this year.

b. Describe any explicit support for this proposal from community stakeholders or others and provide supporting evidence.

Community Support:

NEO has the luxury of stepping into a legacy, one that was established by its predecessor, Portage Adult Education. For 49 years, this program has merited extensive community support for program's mission and results. This support is evidenced by the public outcry from all over Porter and Lake County when the decision was made to close the program. This came from former students/graduates, business owners, public school teachers, community foundation leaders, judges, workforce development, etc. in the form of letters, public meetings, newspaper editorials, and commitments of funds. The Adult Education Alliance was formed as a mechanism to raise funds to try and support the PAE program.

That support has transferred to NEO and its efforts to keep this program alive. Influential community leaders have written letters of support for this proposed charter school including: Judge Julia Jent, Porter County District Judge; Senator Karen Tallian; Barb Young, President of Porter County Community Foundation; Linda Woloshansky, Executive Director of Center of Workforce Development; Ann Baas, Family Youth and Services Bureau; and countless other community and business leaders, students, parents, teachers, and volunteers.

From the start of this organization's start, others in the community have demonstrated support for this proposed school. Paul Kohlhoff, J.D., Valparaiso University School of Law, volunteered in his time to prepare and submit NEO's Articles of Incorporation, Form 1023, Bylaws, and other legal documents. Ivan Bodensiener, J.D, assisted NEO in the preparation of leases with Portage Schools and in drafting the Memorandum of Understanding for issuance of credit from the local superintendents. Ivy Tech Community College is planning on allowing NEO to access their professors -on-loan to offer a dual credit English and Math Class. The Portage YMCA has offered our high school students free YMCA memberships as part of their PE class requirements. Finally, the former Portage Adult Education teachers and staff have volunteered countless hours of conducting research, writing policies, proof reading, and making calls to students as a demonstration of their support for this proposed school.

In August, 2011, NEO received a tangible pledge of support in the form of a \$50,000 donation to the organization from the Porter County Commissioners through the Center of Workforce Development for the high school program. Finally, Project Neighbors (PN), a local 5001 (c)(3)

organization, has been instrumental in this endeavor. PN offered NEO the necessary collateral to obtain a line of credit at First Source Bank to cover expenses during the first three to four months of operation until these expenses are reimbursed through NEO's contract with DWD (through CWI) for providing adult educational services in Portage.

c. Describe the student demand for the school that would allow you to meet your intended enrollment figures and provide supporting evidence.

Student Demand:

The demand for this program is supported by the fact that annually, an average of 744 students drop out of their home Lake or Porter County high school. This has been a steady trend for the past five years. In addition to students who drop out of school, hundreds are also expelled from their schools and left without the means to finish their education. Of the students that were expelled, a range from a low of 12% to a high of 61% were expelled or suspended for incidents involving drugs, weapons, or alcohol. While NNVHS wants to be a viable resource for disenfranchised students, it will carefully scrutinized enrollment of students who have been expelled for weapons or dealing charges. This is a policy the board is drafting.

Traditionally, the number of students that leave their home high school is significant and many turn to Portage Adult High School to continue their schooling. This fact is supported by the correlation of the annual total of those who left Portage High School and enrolled at the Portage Adult High School. The number of those enrolled at PAHS is greater and accounts for those students who had previously left PHS in a semester or year before.

	2007-2008	2008-2009	2009-2010
Dropped out of PHS	46	49	53
Expelled from PHS	121	103	107
TOTAL	167	152	160
Total PHS students enrolled at Portage Adult High School	181	159	180

The demand is also evidenced by the number of students who have returned to finish high school even years after leaving their home high school. On average, only 57% of our high school students have been in the traditional high school age range of between 16 and 18 years old. 25% have been between the ages of 19 and 24 years old and 18% have been 25+ years old. Students who are older than 19 are often not allowed back in their home high schools and need this alternative for high school completion.

Finally, student needs assessments, questionnaires, interviews, and surveys have documented significant demand for the type of program and support services that this school has, and will offer: smaller class size, teacher-student relationships, child care, flexible schedules, accelerated credit options, and differentiated instructional strategies.

d. Describe any known opposition or barriers to this proposal, including the individuals or organizations and their rationale for opposing your school. Explain any efforts you have made to address or respond to their concerns. Indicate whether opposition to your school could impede your ability to successfully implement your program and, if so, how you intend to overcome those challenges.

Proposal Opposition:

Statewide, there have been pockets of community and school opposition to the growing emergence of charter schools. The NEO board and staff is actively examining and addressing any valid concerns as it drafts policies, designs curriculum, and sets hiring standards. NEO's executive director has personally spoken to all local school superintendents and explained the mission of the school and answered any concerns. So far, there has been minimal opposition to the establishment of this school. On the contrary, NEO has received countless comments supporting this effort.

It is hard to gage the extent of PTS's future support once the charter school is up and running and once the PTS alternative program gains its footing. As both programs aim to serve some of the same students, a sense of competition rather than support and collaboration could evolve unless steps are taken to avoid this. There is a tendency for local schools to view charter schools as competitors rather than partners and it will be crucial to the development of ongoing positive relationships between this school and others for us to find ways to cooperated, share information and resources, and secure school option as a benefit for all involved.

The NEO board and staff plan to overcome opposition in a number of ways. The most important way is by ensuring the success of the school and our students. This will not only serve as a recruitment tool, but it will also establish NNVHS as a credible educational institution. Once established, our relationship with other schools will be based on a professional commitment to excellence in education, efficient management of scarce resources, and responsiveness to community needs.

NEO will take steps to inform neighboring schools and the public of the school's mission, program, policies and performance by holding community meetings and circulating detailed information about the prosed school to the community, to students, their parents, other schools, and social service agencies, and the business community. The NEO director, teachers, and board have been, and will be, active advocates of this proposed school in the community. Part of this process will be to not only disseminate information, but gather it as well. We will need to listen to concerns, participate in problem solving, and create opportunities that fit demand.

2. Feedback from Constituents

Describe your efforts to inform the intended community about the proposed charter school. Explain explicit efforts to solicit community input regarding the educational and programmatic needs of students

The NEO board and staff have actively engaged in extensive public outreach and advocacy for the proposed school. They have reviewed numerous needs assessments and incorporated input from various sources into planning the program. Each board member has used their extensive community connections to inform others about the proposed school and solicit input. These connections include Valparaiso University (VU), community foundations, literacy coalitions, the Department of Corrections, Ivy Tech Community College, city planners, major employers, and multiple social service agencies. NEO's executive director, Ms. Reiner, serves on the Region One Adult Education Consortium and Career Pathways committee with representatives from other schools, adult education providers, and workforce development. She has also given numerous presentations about the NEO organization and the proposed charter school at a United Way Board meeting. All board members are involved in other boards and have extensive connections in their respective communities and have taken every opportunity to discuss the plans for NNVHS. At student registration, time is devoted to an informal needs assessment involving parents and prospective students. NEO staff has participated in various educational fairs at which information is distributed, questions answered, and input solicited.

Among the major concerns are ones regarding financial sustainability, accountability, teachers' licensing, and competition with other schools – taking away their funds. The positive feedback has centered on the flexibility of scheduling, smaller class size, positive student-teacher relationships, and the ability to design curriculum. Some of the feedback is summarized in the Table 2 inserted below and included in Folder One as Attachment 2- Attitudes Toward the Charter School. These comments have been gathered from surveys, meetings, and parent letters.

Table 2

Positive Attitudes Toward Charter School	Negative Attitudes Toward Charter School
The charter school allows for more flexibility in scheduling	There is too much risk involved and too many charter schools fail.
Teachers are in tune with students' needs; they have experience with "at risk" students	Not all teachers have to be licensed – what is to guarantee they
Students need a second chance	There won't be any sports teams or school spirit
The charter school will provide students and parents with a greater choice in schools	These students will take dollars away from the home school district or deplete the general fund
This will allow parents and students more options by being able to go out of their own district	Will schools use the charter school as a dumping ground for students they want to get rid of?
More opportunity for innovative curriculum	
Increased opportunities for engaging with students from a different background.	

3. Applicant Founding Group

Complete Table 3a (Below) to list the active members of the founding group who developed the proposal

- brief description of each member's relevant experience or skills
- each member's role in the group or contributions to the proposal
- each member's proposed role, if any, in the school if it is approved, e.g., school leader, teacher, board member, service provider, etc.

a. Founding Group Members:

The founding members of NEO are listed in Table 3a.

Table 3a: Founding Group Members

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Rebecca Reiner	20 years of teaching experience Valuable leadership, organizational, management, and communication skills Has vision and ability to implement ideas <i>Founder of NEO</i>	NEO's Executive Director
Sharon Mortensen	Extensive business knowledge & experience Solid accounting and fiscal skills Familiarity with board governance Vast connections with business, social service agencies, and Department of Corrections <i>Member of founding group</i> <i>NEO Board Chair</i>	<i>Chair</i> , Board of Directors
Albert Trost	Research and statistic skills Vast experience in all departments of Valparaiso University Strong community connections <i>Member of founding group</i> <i>NEO Board Secretary</i>	<i>Secretary</i> , Board of Directors
Linda Friedrich	Broad knowledge of adult education, state policies, & funding regulations Respected administrative skills Connections to literacy groups <i>NEO Board Treasurer</i>	<i>Treasurer</i> , Board of Directors
Paula Siminski	Solid grasp of data and grant management and adult education policies & reports Valuable computer skills and prolific researcher <i>Member of PAE administrative staff and assisted founding group.</i>	<i>Financial and Assurances Officer</i> , NNVHS and NEO
Irma Leticia Munguia	Valuable knowledge of facility, record keeping, student transcripts, graduation requirements Connections to students <i>Member of PAE staff and assisted founding group</i>	<i>Registrar</i> , NNVHS
PAE Teachers	Knowledge of educational practices, student need	<i>NNVHS Faculty (some)</i>

b. Describe how the founding group came together and the relationship of its members to each other.

Founding Group Origin:

The founding group of Neighbors' Educational Opportunities, Inc.(NEO) was organized in March 2011 when the Portage Township School Trustees voted in late January 2011 to end its 49 year-long sponsorship of the Portage Adult Education program. Rebecca Reiner, Paula Siminski, and Irma Leticia Munguia worked together in this program for years and shared the public concern about it closing. All three had been involved with years of the threat of PTS closing the program due to under-funding by the state and had assessed, along with others, that the most viable solution for financial sustainability for the adult high school program was to operate it as a charter school. On the heels of the PTS decision, this concept was taken before the entire staff of Portage Adult Education for their input and feedback in early February. Although the concept was new and somewhat overwhelming, the staff voted to move in this direction and throughout the next six months contributed in countless ways to the evolution of this proposal by doing research, writing sections of the initial proposal to charter, and volunteering in many other ways. Knowing that a non-profit organization was needed, Rebecca took this proposal to another board that she served on, Project Neighbors in mid- February.

Project Neighbors (PN) is a grass-roots organization that has seeded many community enterprises in response to a community need, including housing, a childcare center, a health center, and a community radio station. PN recognized the value of this endeavor and fellow PN board members, Al Trost and Sharon Mortensen expressed a desire to be a part of this founding group. These five founding members worked together along with support from the PAE staff to write the preliminary proposal, write and file Articles of Incorporation and Organizational Bylaws, and submit NEOs application for Non-for-profit status with the Internal Revenue Service by late March.

The founding members enjoy a professional and personal relationship, founded, in part, on a shared commitment to the mission of this program and the students served.

c. Describe the process used to develop this proposal. Your response should address who contributed to designing the school and to the writing of the proposal, which may include individuals outside of the founding group such as advisers or consultants.

Proposal Development:

The final proposal to charter the Neighbors' New Vistas High School was an act of love and determination with many contributors. The proposal began with an idea that stemmed from a history of providing valuable educational services to an "at-risk" and non-traditional adult student population and from the threat of this program closing. All members of the Portage

Adult Education faculty contributed. The primary authors of the proposal are Rebecca Reiner, Paula Siminski, and Linda Friedrich.

All of the above contributors participated in a diligent review of the application requirements and forms. Rebecca, Paula, Al, and Sharon attended the technical training sessions provided by Ball State Office of Charter Schools during the summer of 2011. Each person also received copies of the application. The group divided up the proposal into sections to be responsible for. Each person conducted extensive research, collected data, and interviewed teachers and administrators at other schools. This group along with teachers had intended to make numerous site visits to other charter schools but time restrictions prevented that for now. This is a goal of the board and staff once the charter is granted.

The proposal was compiled by Rebecca and Paula and sent for review and revisions to NEO Board Members, Sharon, Al, Linda, and Derek; teachers Gail Ludwig and David Shepherd; and editing and

d. *Previous Submissions:*

NEO has had no previous submissions to charter a school.

4. Fiscal Impact

Describe the anticipated fiscal impact of the establishment of the proposed charter school on existing public and nonpublic school districts in the same geographic area.

NEO expects that the establishment of Neighbors' New Horizons High School will have some, yet minimal, fiscal impact on neighboring public and nonpublic school districts that are in the same geographical area as this proposed school. This is because our targeted student population is a student group that has been out of school for one or more semesters. NEO does not have specific data on how many of these students leave school after the "count day" for the district, but NEO assumes that at least 50% of the 744 students that drop out or are expelled from schools in the region are not part of the Districts Average Daily Membership (ADM) count and therefore, those districts do not receive tuition support funds for those students. Typically, over 60% of the students that enrolled at the Portage Adult High School had been out of school for one or more semesters and have no intention of returning.

If, as expected, NNVHS enrolls 100 students by count day in the fall of 2012, NNVHS should receive \$542,134 in tuition reimbursement dollars. The chart below shows how those funds would have been distributed by District had these students been part of the ADM count.

School Corporation	% of Total Enrollment	% Tuition Dollars
Duneland School Corporation	7%	\$37,949
Portage Township School Corporation	43%	\$233,118
Valparaiso Community Schools	6%	\$32,528
Lake Ridge School Corporation	8%	\$43,371
Lake Station School Corporation	11%	\$59,635
School City of Gary	7%	\$37,949
School City of Hobart	10%	\$54,213
Others	8%	\$43,371

NEO plans to identify ways in which the opening of NNVHS will have a positive fiscal impact on neighboring schools. One option under consideration is utilizing some of the excess classroom space at our facility to other programs that are experiencing space constraints. NEO board member Derek Dabrowiak will be working with John Groth, director of the Porter County Career and Technical Center to assess what space is needed for some of the classes offered at PCCTC. Ivy Tech plans on offering some of the available career certification classes to area students at this site, including a Pharmacist Technician class. NNVHS will also provide space to other community based programs that local school districts may participate in as well, such as our “College Bound” program, WorkOne seminars, and community service opportunities at the Portage Food Pantry.

5. Education Management Organization N/A

If Applicable, submit your narrative response to request for Education Management Organization - as a PDF (Portable Document Form) named, **Attachment 5e – Draft Management Contract**

If Applicable, submit the due diligence questionnaire completed by the EMO - as a PDF (Portable Document Form) named, **Attachment 05f – Due Diligence Questionnaire**

Education

6. Education Mission Goals

a. Mission statement:

Explain what your school intends to accomplish and your plan for student achievement.

- Core philosophy or underlying purpose of the proposed school
- Define/ describe a concise plan for an innovative public school that will lead to improved educational performance

VISION STATEMENT

Our vision is to create one of the state's most effective charter schools in order to help secondary students, who have not succeeded in traditional schools, graduate from high school and be prepare for the workforce and/or post-secondary education as a means of being fulfilled, engaged, and successful citizens in an ever-changing global economy.

MISSION STATEMENT

The mission of *Neighbors' New Vistas High School* is to provide students a viable opportunity to earn their high school diploma and to gain the skills necessary for success in an ever changing global economy. We aim to do this by founding all practices here at the school on the goals of cultivating a community of reflective learners, collaborative workers, creative problem-solvers, effective communicators, and engaged citizens.

All members of this school community will be expected to abide by the schools guiding practices of nurturing relationships, using effective instructional methods, engaging in a rigorous and relevant curriculum, demonstrating respect for self and others, and assuming responsibility for ensuring a safe and positive culture of learning and engagement at the Neighbors' New Vistas High School.

Neighbors' New Vistas High School will provide educational opportunities that will:

- Enable students to acquire the skills necessary to function successfully in today's society.
- Prepare students, who so desire, for post-secondary education, work, and/or training.
- Assist students in meeting the employment challenges of the future and for membership in an educated and skilled workforce.
- Cultivate in each individual a positive sense of self and self- worth.
- Secure resources so students achieve educational, employment, personal, or social goals.

PHILOSOPHY

The philosophy of *Neighbors' New Vistas High School* is based on the following underlying assumptions:

- All students have unique and intrinsic worth.
- All students have experiences, abilities, and skills that influence learning.
- All students have the ability and responsibility to direct their attitudes and actions.
- All students have the potential for self-fulfillment.
- All students should be involved in making decisions that affect them.

Our program focuses on these beliefs and the importance and dignity of the individual. We are committed to providing the stimuli, support, and variety of opportunities that can empower each person to achieve independence, self-sufficiency, and self-satisfaction. The unique feature of our school is that we will support our belief that people reach their goals at different paces. We will not turn a student away due to the length of time it takes him/her to reach that goal. This WILL require careful consideration by the board in light of the pressures of meeting annual yearly progress and student performance measures. However, our commitment to student success remains our guiding feature. As Thomas Jefferson once said, "*Democracy depends upon an enlightened citizenry!*"

b. Provide evidence there is a need for this type of school.

b. Statement of Need:

Since 1962, Portage Adult Education has assisted thousands of northwest Indiana residents in attaining their educational goals - earning their high school diplomas or GEDs, learning English as a second language, acquiring citizenship skills, improving family literacy skills, and preparing for college and the workplace. For 48 years, Portage Township School Corporation received state and federal dollars to run the Portage Adult Education program, the second largest comprehensive adult education program in the state of Indiana. Portage Adult Education has operated a fully accredited high school program at the Portage Adult Education Center in Portage for over 20 years, and has offered Adult Basic Education (ABE), General Educational Development (GED) preparation, and English Literacy classes (ESL) at 24 different adult learning centers in Porter, Lake, Knox, Starke, Jasper, and La Porte Counties. The Portage Adult Education Center has also been a testing site for both GED and the Indiana Statewide Testing for Educational Programs Plus - Graduating Qualifying Exam (ISTEP+ GQE).

The Portage Adult High School began with a few evening classes in 1962. Student population consisted of adults who had withdrawn from school with only a few credits to complete. Senior English, government and economics were the most common subjects needed for a diploma. Many became employed at the local steel mills; others started their families early. As the years went by, these adults felt they had left their education undone and so returned to get closure and often continued on to take college courses.

As the number of learners continued to grow, Portage Adult High School moved into its own school building in 1980. Course offerings were expanded to include daytime classes in addition to the evening. A comprehensive program was available to allow the learners to earn all the credits required to earn a high school diploma through Portage Township Schools. By the 21st century the Portage Adult High School was serving 600 individual students annually with a yearly graduation class of over 100.

75 % of students who enroll at the Portage Adult High School are in need of an average of 20 credits to complete their diploma requirements. Additionally, only approximately 25% have passed both the English Language Arts and Math ISTEP – GQE tests. Approximately 60% of the students who enroll at the Portage Adult High School enter with an educational achievement level at or below the 9th grade as validated by the TABE (Test of Adult Basic Education). According to the 2010 US Census Bureau, 19.3% of Porter County adults and 27.5% of adults, age 25 or older, did not have a high school diploma or GED.

Many of our students enter school with a barrage of negative experiences with school and success. Many have substantial academic and personal challenges and need extensive support services in order to succeed. In addition to providing the targeted students with a viable option for high school completion, the school will also provide the students with comprehensive support services that they need to stay in school.

The need for these services have been widely documented and organizers have drawn from multiple sources in planning this proposal. In 2001, The Discovery Alliance conducted an initial Literacy Needs Assessment in northwest Indiana that was again updated in 2004. These assessments included data on regional high school completion and drop-out rates, levels of adult educational levels, and workplace needs.

The 2005 report *A Demand-Side Strategy to Meet Indiana's Workforce Basic Skills Challenge*, prepared by Future Works for the Indiana Chamber of Commerce, the 2007 report *Tough Choices or Tough Times*, produced by the National Center on Education and the Economy, and more recently the 2008 *Preparing Adults for a Brighter Future*, from the Indiana Chamber of

Commerce, each document the need for education to meet the challenges of a rapidly changing global economy.

Current Portage Adult High School enrollment has remained steadily at between 350 – 400 students in the past 5 years. Also, an average of 50 students ***a month*** sign up for GED preparation classes at the Portage Adult Learning Center. These are students largely who have been out of school for a year or more. Clearly, there is a need for alternative secondary choices.

Attachment 6b – Achievement is a table that summarizes the achievement data for each grade level and subgroups NNVHS intends to serve.

Describe why this charter school design/ model is an appropriate vehicle to address this need.
The organizers of this proposal firmly believe that this charter school design is an appropriate model that will address this need based on previous successes with our students. Close to 500 students graduated from the Portage Adult Education annually. This rivals the numbers of many local high schools. The proposed charter school design also incorporates research proven models of success. This model will be described in greater detail throughout this proposal but incorporates individualized learner plans, flexible scheduling, supportive services, and frequent updates to students of their progress, opportunities for remediation, acceleration, and / or enrichment, and a solid preparation for post-secondary career, education, and life pathways.

Provide recognition of potential opportunities to improve services for students & parents.
The NNVHS will provide students frequent opportunities to improve the services the school offers. At the heart of these opportunities will be the ability to be involved in their education. One tool that is currently used is diagnostic testing that identifies specific strengths and gaps in a student's academic skills. Teachers correlate testing date with a TABE Profile for each student. Teachers review this information with the students and together, create an individualized learning plan that maps out the steps needed to meet academic standards and benchmarks. This plan is constantly updated as the student progress. Although somewhat time-consuming, this is a valuable tool for our students. It allows them to break their learning into chunks and see progress at regular intervals. It is also time for the student and teacher to discuss the student's educational plan and assess ways of making improvements.

Parents will play a much greater role in the educational programming at NNVHS than they have previously at the Portage Adult High School. Orientation will include parents at the beginning of each school year or as the student enrolls. This will be one of many opportunities for parental feedback. Parents will be asked to participate in certain advisory boards and NEO will strive to have a student and parent representative on the board of directors.

NNVHS will also maintain and regularly update its website and Facebook page as another way of improving service to students and parents. The site will have links to teachers, class content, curriculum, and assignments, resources, schedules, policies, and forms.

The school's principal will share student and school performance data with both parents and students and will communicate achievements and gaps in performance. School goals for student achievement will be readily available and kept current. Table 6b- Achievement, highlights some of the goals for student achievement that the school will set.

Attach Table 6b as a PDF (Portable Document Form) named, **Attachment 6b – Achievement**

c. School Demographics:

Describe your intended student population.

Neighbors' New Vistas High School plans to fill the void that will exist upon the closure of the Portage Adult High School. For the past 48 years, this program has served an average of 373 students annually from Porter (61%), Lake (36%), and other northwest Indiana counties (3%). Portage Adult High School has virtually been a life-changer for thousands of students who had withdrawn from their home high school for a wide variety of reasons or who were at risk for not being able to graduate.

For the past thirty years, the Portage Adult High School has served an average of between 300-400 northwest Indiana students. Last year, the enrollment at the school significantly dropped in late spring after PTS's announcement that the adult high school was closing. NEO worked diligently to secure some sort of financial agreement from the Indiana Department of Education, the Department of Workforce Development, PTS, and/or local sources to postpone this closure until the charter school opened. Unfortunately, finances and assurances did not fall into place until late August.

Former PAE teachers, now employed by NEO, personally contacted hundreds of former PAE students. Most of them had either entered another program or did not respond. The NEO board pledged, that, despite the uncertainty of funds and student enrollment, it would support an secondary credit program to be run at the education center. This decision was heralded in various newspaper articles, on banners, and in fliers and brochures. Within the first week after the word was released, over 50 students called the NEO office to enroll. This program will grow over the course of the year and many of the students will form the initial class of Neighbors' New Horizons High School.

NEO has set an enrollment goal of 100 students during 2012-2013, the initial year of operation. NEO predicts that this group of students will mirror previous classes enrolled at the PAHS in

terms of age race/ethnicity, and functioning grade-level equivalency (GLE) of students when they enter the program. The table below is a composite look at the 2010- 2011 enrollment data for the Portage Adult Education ASC program.

Age		Race/Ethnicity		Entry GLE	
16-18 years old	68%	Caucasian	64%	12.9+ - 11	10%
19-24 years old	26%	African American	13%	10.9 – 9	27%
25-44 years old	5%	Latino/Hispanic	22%	8.9 or below	49%
45+ years old	1%	Other	1%	5.9 or below	14%

Likewise, it is expected that between 59% - 62% of our students will come from Porter County and between 38% - 41% - will come from Lake County.

Enrollment History of Portage Adult High School

County	2007 -2008 Number of Students	2008 – 2009 Number of Students	2009-2010 Number of Students	3 Year Average Number of Students
TOTAL	402	359	357	373
Porter Co.	241	215	225	227
Lake Co.	131	135	125	131
Other Co.	30	9	7	16

It will be interesting to note the number of students 15 years and younger who enroll. Currently, only students who are 16+ years of age can enroll. Also of interest will be the data pertaining to the number of high school credits a student has earned upon enrollment. Previously, 31% of students who enrolled in the Portage Adult High School had less than 20 credits while 69% had over 20 credits. The organizers predict that we will have more student who enter with zero or less than 10 credits. These MAY be students who enroll in NNVHS as their first high school of choice or, they could represent students who had been enrolled in another school but had not earned any credits.

NNVHS Horizons will meet all open enrollment and anti-discrimination charter school laws and policies of the State of Indiana. Our targeted population, however, will be students who have been out of high school for at least one or more semesters. Priority will be given to former Portage Adult High School students who were enrolled in the Neighbors' Portage Adult Education Secondary credit program during the 2011-2012 school year. Any additional spots will be assigned through an enrollment lottery held in June of each year. Students and parents will be required to participate in an orientation session and support the requirements of the school.

Neighbors' New Vistas High School will promote the school's mission of being a viable alternative for high school completion by developing collaborative relationships with representatives from regional organizations. The school administration will work closely with regional secondary and post-secondary schools, businesses, social service agencies, Department of Workforce Development agencies such as WorkOne, township trustees, churches, the courts, and the community to meet the educational needs of the region's underserved individuals and to promote the school's mission, services, credentials, and enrollment requirements.

Neighbors' New Vistas High School will initially serve 100 students in grades 9 through 12. For each of the next two years, the school will enroll an additional 25 students, capping enrollment at 250 students. Enrollment for the 2012 – 2013 School Year (year 1) is projected to be broken down as such:

- 15 "Freshmen" (0 – 10 credits)
- 20 "Sophomores" (11 – 20 credits)
- 30 "Juniors" (21 – 30 credits)
- 35 "Seniors" (31 – 40+ credits)

- Complete Table(6c) showing the demographics of your school that includes: enrollment projections and teacher to student ratio.

Table 6c: Demographics of School

	Year One	Year Two	Year Three	Year Four	Year Five
Grades Served	9-12	9-12	9-12	9-12	9-12
Total Number Of Students	100	125	150	175	200
Student to Teacher Ratio	15-1	15-1	15-1	15-1	15-1

7. Instructional Design

a. *Describe how the instructional design aligns with the needs assessment*

Alignment:

The U.S. Census revealed that 20% of Porter County residents and 24% of Lake County adults 25 years of age and older have less than a 12th grade education. Portage Adult High School confirmed these statistics and served over 300 students each year of its 49-year existence. The population served in the 2010-2011 school year comprised the following:

75% needed 20+ credits to graduate

75% needed to pass English and/or Math ISTEP GQE to graduate

60% scored 9th grade level or below on the initial entrance test (Test of Adult Basic Education/TABE)

Tony Wagner in his book, *The Global Achievement Gap*, highlights the seven survival skills needed in the new world of work. The students above were not even ready for the current world of work. The majority of them were unemployed. (Wagner, Tony (2008). *The Global Achievement Gap*. Basic Books, New York)

As seen from our needs assessment, the skill level of our student population will be diverse and their needs will be varied. Therefore, NNVHS will rely heavily on differentiated learning as the core of our instructional design. We will analyze each learner's characteristics, assess which tasks need to be learned, and choose appropriate instructional methods to best facilitate effective learning. The teacher will use a plethora of approaches to facilitate input, processing, and output, and will constantly adapt to the learners' needs based upon the teachers' continuous assessment of all the students. Content will be determined by the subject matter, the Common Core and State Standards (CCSS), and a student centered need, interest, and ability grouping.

b. Measurable Goals

Complete (Table 7b below): clear measurable goals and objectives that are rigorous but attainable and are aligned with State and Common Core State Standards (CCSS).

Table 7b: Goals and Alignment with State and Common Core Standards

Goals	Objectives
1. All students will master the basic skills needed to have a solid academic foundation appropriate for their grade level.	All students will be assessed at the initial orientation using NWEA's MAP. English and math assessments will be conducted continuously by the teacher. A tiered system of programming and instruction will be established as described in section 9. The spring NWEA's MAP administration will demonstrate an average increase of 2 years per student.

2. A comprehensive Core 40 curriculum will be available to all students.	<p>Teachers will have a list of the Common Core State Standards (CCSS) used in each course and the administrator will verify that it meets the state's requirements.</p> <p>School course offerings will include all the prescribed classes necessary for the students to complete a Core 40 diploma.</p> <p>Thematic units will be included in at least 50% of all courses, as reported by the teacher.</p> <p>All teachers will be using differentiated instruction as observed by the school administrator.</p> <p>At least 80% of enrolled students will earn high school credits towards their diploma.</p>
3. Student proficiency in 21st century skills, such as critical thinking and problem solving skills, will increase.	<p>All courses will incorporate 21st century skills as reported by the teacher.</p> <p>Each teacher will present an example of a student's project-based, in-depth investigations and/or relevant real life scenario that was utilized for a class assignment.</p> <p>An average increase of 1 grade level on 21st century skills will be demonstrated by pre-post testing.</p>
4. The students will develop a sense of obligation to family, school, work, and community.	<p>At least 2 leadership opportunities will be available to the students in each classroom as reported by the instructor.</p> <p>Community service activity will be documented as a part of each student's individualized program.</p> <p>Ninety percent of the student population will participate in 5 school-wide community service days.</p> <p>The evaluation reports on the school wide community service days will show an increased student awareness of the world outside.</p>
5. A caring relationship will be cultivated.	<p>NNVHS will maintain a general climate of understanding, acceptance, and caring as observed by the administrator and an outside evaluator.</p> <p>Specific connections will be documented between students and significant others—parents/household members, teachers/staff, and/or community mentors.</p> <p>The school administrator will recruit a cadre of six to twelve community mentors/volunteers.</p>

c. Support Table 7b with a brief narrative explaining how the educational program reflects a commitment to academic excellence for all students.

Academic Excellence for All Students:

Neighbors' New Vistas High School will be mandated to "serve the different learning styles and needs of public school students" and "offer public school students appropriate and innovative choices" as stated in the I.C. 20-24-2-1 Charter School Law. The school's educational program

is founded on the goals of reengaging students who have left the traditional public high schools and developing a school community of thoughtful and responsible civic minded leaders who are prepared for success in and after school.

The school will address the diverse academic needs of our students in multiple ways. All students will benefit from the differentiated instructional methods and curriculum that the school will implement to reach the multiple learning styles of our students. Teachers will be highly trained to closely monitor student performance and achievement to assess individual learning needs. Teachers will work collaboratively with each other, the student, parents, the school's director, special education teacher, and social worker to ensure the academic needs of all students are met.

Students who are struggling learners will be expected to participate in the many opportunities for extra support. There will be after-school and summer-session remediation classes, peer and volunteer tutors, or students may attend the Adult Learning Center during the evening for additional help with their schoolwork. Special education will be available for students with disabilities. These services are described in more detail in Section G, but will include classroom and curriculum modifications, differentiated instruction, and individual support in the general education classroom. Students with limited English proficiency will have the option of attending an ESL nighttime class for extra support. The special education teacher will work with the student and classroom teachers to procure supportive materials in the student's native language and a volunteer tutor. High ability students will be encouraged to take dual credit classes that will be offered at the school and at the Portage Higher Education Center slated to open in June 2012. The differentiated education practices will support the accelerated pace of learning of these students and their capacity for more developed critical thinking skills.

d. Explain the instructional design and how it supports the goals and objectives. If your instructional design requires a contract and/or major expenditure, list the amount here along with the line item in the budget.

The Instructional Design Supports the Goals and Objectives:

Our instructional design will support our goals and objectives by following a general model of analyzing, designing, developing, implementing, and evaluating. Differentiated learning has all of these elements at its core. It considers the learner as a unique person with a combination of specific needs, learning styles, interests, and abilities. Each of our goals and objectives will be personalized to each of our students. At the same time, we will be able to design and conduct summative evaluations.

Five groups will be established to create and oversee the general model. A student committee, a teacher group, Neighbors' Educational Opportunities, Inc. (NEO) board planning and/or

evaluation committee, staff development team, and an outside evaluator either from a local university or a private consultant. The NNVHS administrator will participate in all of the above groups. Each will have unique assignments, but the committees will communicate and cooperate as needed.

It is estimated that an outside evaluator would cost approximately \$5,000.00 and would require a contract. Input from the evaluator would be sought in the planning phase to verify the anticipated parameters to be evaluated and modes of data collection.

e. Describe how students have learning opportunities and experiences based on best practice.

Experiences and Opportunities Are Based on Best Practices

The educational program of Neighbors' New Vistas High School (NNVHS) will be designed to incorporate the "best practices" components from various models of school reform and the U. S. Department of Education's "What Works Clearinghouse" to address the issues that have prompted so many of our students to disengage from their other schools. The school will incorporate research-based methods and strategies that have strong evidence of improved student academic achievement.

The following essential elements will form the school's educational program:

- ***A rigorous, standards-based curriculum*** that will be comprehensive in scope. Our Core 40-credit curriculum will be based upon the nationally developed Common Core State Standards (CCSS). These standards are evidence and/or research-based and are aligned with college and work expectations. They include rigorous content and applications through high-order skills. (www.doe.in.gov/standards or www.corestandards.org)
- ***A multi-leveled system of supports and opportunities*** that addresses different learning styles and needs, enhances students' confidence and identity, and promotes student achievement and success. The goal is to form something similar to a Circle of Courage that allows the youth to develop and grow into a healthy and productive member of society through developing the spirits of belonging, mastery, independence, and generosity. (Brendtro, Larry K., Brokenleg, Martin, and Van Bockern, Steve (1990). *Reclaiming Youth At Risk Our Hope For The Future*. National Educational Service, Bloomington, Indiana)
- ***Multiple leadership opportunities*** that foster independence, responsibility, self-direction, and a commitment to the community. Erin Gruwell presented her students with many opportunities for becoming leaders in the classroom and in the community. The learners responded to these avenues to grow educationally and in their leadership qualities. NNVHS will offer a variety of growth experiences, even though not as dramatic as Erin's opportunities, to allow our students to expand. (The

Freedom Writers with Gruwell, Erin (1999). The Freedom Writers Diary. Broadway Books, New York)

- ***A positive school culture and climate*** that cultivates life-long learning, celebrates diversity, and fosters caring relationships and a sense of community. Decades of research support the role of a positive school climate on teaching and learning. “Positive school climate promotes student learning, academic achievement...positive youth development and increase teacher retention.” (National School Climate Center, Center for Social and Emotional Education, and National Center for Learning and Citizenship at Education Commission of the States, 2008, p.7 and [www.centerforcsri.org/index.php?option=com_content &task=](http://www.centerforcsri.org/index.php?option=com_content&task=))

More best practices learning opportunities and experiences will be discussed in section 9 on curriculum and instructional methods.

f. Explain how implementation of instructional strategies and methodology central to the design will be monitored for consistency, fidelity and impact.

Monitoring for Consistency, Fidelity, and Impact:

Data from measurable goals and benchmarks will be used in a cycle of continuous school improvement and will be used to reinforce a multi-tiered approach to differentiated instruction. The underlying themes of inclusion, empowerment, responsibility, and community will be integrated into all educational practices and into the essential foundational elements of the educational program. Implementation of the instructional strategies and methodology central to the design is paramount to the success of the individual learner and the program. To foster consistency and fidelity, in order to produce a maximum impact, the following systems will be instituted for monitoring purposes.

Contact will be maintained with the training agency to provide follow-up sessions.

Surveys will be distributed to students, teachers and administrative staff.

Periodic visits will be made throughout the school and the classrooms

Student assessment data will be reviewed regularly.

All of these monitoring elements will be important in determining the level of implementation and adjusting as needed. The five groups discussed earlier will be utilized in the monitoring process. (www.rand.org/pubs/monographs/2006/rand_mg546.pdf)

g. Explain how formative and summative assessment will be used to inform instruction and refine your instructional design.

The Use of Formative and Summative Assessments to Inform Instruction and Refine Instructional Design:

The formative assessment begins with the student/teacher connection. The student by his/her response to the teacher's questions, ability to ask questions and to complete assignments, and

his/her interaction within the classroom allows the teacher to evaluate her instructional design and delivery. Formal assessments will also be administered periodically to give administrators, teachers, and students feedback that will permit alterations to be made in the classroom and in the student's individual plan. The summative assessment will use the above information, but will also use checklists and narratives to evaluate classroom climate, teacher professionalism, and planning and preparation of instruction. Both the formative and summative assessments will be used for improving the instruction and refining our instructional design. Once again, it will be the responsibility of the five groups to analyze, evaluate, and inform instruction and, if needed, redesign, develop, and implement adjustments to the instructional design.

8. Calendar and Daily Schedule

See Attachment 8 – Calendar And Daily Schedule

Create a table, *Table 8*, to show how you will maximize academic learning time.

Include information concerning:

- Number of school days/ length of school year
- Length of instructional day (minutes)
- Number of minutes for core academic areas/ subjects
- Uninterrupted time for academic instruction
- Extended learning time provisions

School calendar and schedule - The school will operate an extended school year, maximizing opportunities for students to achieve their academic goals. The school year will be divided into four 34 day terms, a two-week internship experience (plus the option for a second two week block), four all-school community service days, and an optional summer session. The core four-term school year is a 180 day year for students with the option of an additional 25 days available (10 for a second internship and 15 for summer session.)

As our students have traditionally entered school with different credit needs and various demands on their time (work, children, transportation, etc.) not all students will attend all four terms or 180 days. They will be able to enroll on a term by term basis. However, every opportunity will be utilized to create a cohesive school community. Included in the schedule are 10 professional development days for staff and four school-wide community service days. Staff schedules will adjust to student need. The school's daily schedule is designed to provide students with greater options in meeting their individual needs. The school day will have four periods

8:00 – 8:20 AM: Advisor – Advisee

8:30 – 10:15AM: Period 1

10:15 – 12:00 Noon: Period 2

Noon – 12:50: Lunch

12:50 – 2:35 PM: Period 3

3:00 – 4:45: Period 4

3:00 – 4:45: After School Options

The school calendar and daily schedule for the first academic year is found in **Attachment 08- Calendar and Daily Schedule**.

Attach Table 8 as a PDF (Portable Document Form) named, **Attachment 08 – Calendar and Daily Schedule**

9. Curriculum and Instructional Methods

a. Provide an overview of the school curriculum and how it provides access to a common academic core for all students.

a. Overview of School Curriculum and Access For All To An Academic Core

Neighbors' New Vistas High School will provide students with a curriculum that is standards based and prepares students not only for passing the End of Course Assessments and meeting the Core 40 graduation requirements, but also prepares them for success in post-secondary experiences. A brief description of some of the different components of the school's educational program follows. Each program embraces the educational design elements identified in section 7.

The school's curriculum will be accessible to all students, whether in a traditional classroom setting or in a credit recovery lab where students can access Core 40 classes using the A+ Learning System. Embedded in the curriculum will be instructional practices that promote an appropriate, relevant, and rigorous curriculum.

Contextualized Instruction

Development of contextualized instruction hinges upon making school work and instruction relevant to the student's needs. Brain research indicates that students learn best when they have a purpose for learning and when the skills or knowledge can be quickly applied in daily life. Our teachers assist learners to see real-world applications or purposes for their learning.

Methodologies to approach contextualized instruction may differ, but the end result is to make the instruction relevant to the learner's individual situation.

Teachers incorporate contextualization as simply as the examples they use to illustrate concepts in class, the topics used for a single lesson, or the theme around which all instruction will revolve for several weeks. This is where the Individual Learning Plan (ILP) becomes so important.

Learners should be involved in the planning process – their needs and interests point the way to the appropriate contexts for teaching and learning. Teachers will develop and utilize materials and teaching methodologies that center around functional skills, work-based learning skills, problem-based learning skills, and thematic instruction. Staff development will focus on ways to incorporate these skills into lessons and align these skills with the Indiana Academic Standards.

The teachers and the director will be engaged in evaluating, revising, and implementing curricula and instructional practices to better prepare students, not only for the GED test and the End of Course Assessments, but also for success in the workplace and/or post-secondary education. According to the American Association of Colleges and Universities study, *Raising the Bar*, employers and educators have increased expectations for students that include the following:

- Taking on more responsibilities
- Using a broader set of skills than in the past
- Coordinating work/scholarly efforts with other departments
- Meeting complex challenges head on
- Applying higher levels of learning and knowledge
- Working collaboratively in a team

Our efforts will result in student learning that moves from the traditional practice of most learning occurring at the knowledge and comprehension level to learning that builds on the skills at the mechanical level to rise to the functional and communicative levels that involve creating, evaluating, and analyzing.

Teachers will guide learners at the *mechanical level* to learn and practice definitions, conjugations, and formulas. These are essential skills upon which to build. At this level, students may learn that the Pythagorean Theorem states that $a^2 + b^2 = c^2$.

However, once these skills are taught, teachers will help students move to the *functional (or associative) level* by applying these skills to word problems, substitution drills, and differentiated exercises. Students will learn to take standard formulas and manipulate them to derive new information. If they know the Pythagorean Theorem, for instance, they can then suppose that $c^2 - a^2 = b^2$. Drawing on those daily activities and the tasks, learners learn to practice and apply newly-learned skills in a variety of situations. This increased practice and application leads to increased retention of skills as well as greater independence and flexibility in performing a wider range of these everyday tasks.

Finally, teachers will provide ample time, support, and opportunity for students to move to the *communicative (or autonomous) level*. It is at this level that students will learn to frame solutions to problems, exchange ideas, and apply knowledge in a new way. Students will be able to apply mathematical formulas, for instance, to calculating angles of shelving or angles of ramps.

Problem-Based Learning

Embedded in contextualized instruction will be problem-based learning as a basis for learning new skills that introduces personal and family focused problems (“How can I feed my family and relatives at Thanksgiving on my limited budget?”), to a greater community-focused problem (“How can we lower the crime rate in the neighborhood?”), to an even broader, global problem (“How can we clean up the environment?”) Teachers will begin to implement problem-based learning on a daily basis in the classroom and in conjunction with service-learning projects that will be part of the graduation requirements.

Work-based Learning

For students who are working or for whom employment is a goal, the workplace may serve as an excellent basis for contextualizing instruction. NNVHS teachers will utilize common work-related situations, real workplace problems, or actual workplace materials to frame the instruction and practice of literacy skills. Learners may practice reading comprehension using the employee handbook or hazardous materials statements. Mathematics skills may be incorporated into inventory control practices, cash register use, or calculations for laying carpet. Learners can write step-by-step directions, create resumes or type shift reports. Each of these activities builds literacy skills within the context of job-related tasks.

Thematic Instruction

Thematic instruction organizes activities or lessons around a general idea or theme meaningful to the learner. Thematic instruction integrates basic academic areas like reading, math, and science with the exploration of broad subjects such as communities, rain forests, space exploration, the use of energy, and so on. Thematic instruction seeks to put the teaching of literacy skills such as reading, mathematics, science, and writing in the context of a real-world subject specific enough to be practical and broad enough to allow creative exploration. Interdisciplinary basic skills instruction takes place as learners explore, make connections, and see patterns in real-world, relevant contexts. Literacy instructors should involve learners in the process for selecting themes, as well as in planning learning activities. Students can work independently or in teams, and may or may not create an end product as a part of the learning activities. Not every lesson must connect to the theme, and not every student must participate in the thematic activities. Instructors should plan to accommodate learners with different levels of enthusiasm and interest for the topic.

NNVHS has designed system of structures and cohorts that not only supports, but maximizes the effective delivery of curriculum and instruction. These systems provide students multiple opportunities and venues to apply and process their learning and to solidify their role and membership in the school community.

Freshman Academy/ New Student Orientation

Neighbors' New Vistas High School will implement a Freshman Academy for incoming freshman and a 2-day new student orientation. Both programs will be designed to fully orient new students to the school and its curriculum and to begin to build a sense of community. These models have been proven highly successful in other schools in increasing student retention and elevating achievement. (IDOE Home>video program guide>IPLA Today-December 2008-Freshman Transition to High School and koprogram.com)

Core Curriculum Periods

The core curriculum, based on Indiana Academic Standards and the Common Core State Standards, provides a solid foundation for learning. The four-period day allows for in-depth

differentiated instruction and project learning. Each period is 90 minutes long, allowing for in-depth delivery and exploration of the material. The school will employ the state recommended Core-40 curriculum with core subjects in language arts, mathematics, science, civics, government, economics, history, geography, business and technology. The curriculum will be designed to integrate subjects, not compartmentalize them, whenever possible. This will be done through the use of thematic units and by drawing connections of knowledge and material to the world of work and practical applications. (4Faculty.org)

Periods 1, 2, and 3 will be reserved for core 40 classes. Period 4 will cater more to individual needs and electives. Students will have a wide array of options to choose from and will commit to an individualized plan that they develop together with their advisor. Period 4 options will include advisor/advisee (required 1 time a week) and elective classes such as PE classes (yoga, cross-country, dance, and volleyball), language instruction, Thinking for a Change, and others. The schedule will vary from term to term and will depend upon the availability of instructors and needs and interests of students.

Senior Institute

Students who have 35+ credits, have successfully completed all of their required classes, and are on track to graduate in the last semester will participate in one term of the Senior Institute, usually Term 4, prior to the spring graduation ceremony. The schedule will be unique to these students. Students have the potential to earn 4 credits for the institute: 1 English (research and writing), 1 Math (data and analysis), 1 Elective, and 1 Speech. Rubrics will be developed for each subject, specifying expectations and alignment to Indiana Academic Standards and the Common Core State Standards.

Students will spend Periods 1 and 2 in internships, doing fieldwork for their senior service learning project, and or/ taking dual credit classes. Students will meet at the school at 11:40 AM for lunch provided by the school. This shared meal will be an informal time to connect, discuss their experiences, and get feedback from other students and the senior advisors. Following lunch the students will participate in a one-hour period designed to provide students with skills needed for post-secondary world of work, school, and other training. They will put the finishing touches on their personal portfolios, prepare a resume, fill out college applications, participate in a career assessment and exploration program, fill out FAFSA forms, etc. During the second period, students will work on their individual senior service learning project. Although the senior service learning project will be chosen and developed by the student, it will have clear guidelines aligned with Indiana Academic Standards and the Common Core State Standards pertaining to data analysis, research, writing reports, oral presentations, etc.

The culmination of the Senior Institute will be a presentation of the projects to a select group of students' peers, family members and friends, school staff, and community members.
(dvusd.org/video/senior_institute.html)

Alternative After-School Options

The school will also be open from 3:30 – 5:00 PM each day and staffed by a computer lab monitor, a supervising instructor, and community volunteers. Students may attend the credit recovery lab to work on current class work or work on online programs for additional credits using NovaNet’s English, science or social studies courses, or A+ Learning Systems in Math, English, and Health. Students may meet with tutors and/or mentors during this time.

Extracurricular activities such as Debate Club, Chess Club, and Career Clubs will meet during this time as will any support groups that become established to meet students’ needs. The school director will recruit a qualified cadre of community volunteers to lead many of these after school options. The school will also be open during this time for continuing education classes such as computer, Spanish, and exercise classes that students may elect to take as well.

Student Leadership Opportunities

The school will continually seek ways to motivate students to take leadership roles in and out of the classroom. Students will be given the opportunity to serve on student advisory boards, become peer tutors and mediators. Sophomore students will be asked to volunteer to serve as a mentor to an incoming freshman during the first week of school. Juniors will be asked to plan the school wide community service days with the school staff.

The entire school will participate in five community service days throughout the year – one for each term. An advisory committee made up of students, staff, parents, and community members will design these during the first month of school. The committee will choose between 6 – 8 projects that the school will commit to for the year. The committee will identify community need, determine how to integrate learning, and design the project and a strategic plan to accomplish the goals for that project. (www.servicelearning.org)

Advisor/Advisee Program

The Advisor/Advisee Program will cultivate caring relationships between students and a caring adult, usually a teacher or other member of the school community. Adults will effectively support and guide students throughout their enrollment at the school. All students and staff will be assigned to an Advisor/Advisee team. Each adult will be assigned 10 – 15 students. Advisors meet with students on a regular basis, at least once a week to offer academic, personal, social, and career advice and support. Advisors will receive professional development training in the school’s guidance curriculum, mandated reporting, expectations and limits of confidentiality, referral procedures and active listening. Advisors will assist students in developing goals and strategies to reach their personal and academic goals. These adult advocates must provide academic support and enrichment to improve academic performance. (dww.ed.gov/)

b. Describe how the curriculum links to the school's mission and instructional design.

Curriculum Links to Mission and Instructional Design:

The curriculum links to the school's mission and instructional design because it is learner centered and based on connections to real life experiences. The aim of the program is to engage the students in life both in school and beyond. The various aspects of the curriculum are included to spark that desire for knowledge and involvement while giving them the support needed to go beyond their comfort level.

The school curriculum has many different components, but the fundamental structure to provide access to an academic core for all of the students. This will be accomplished by providing not only tiered lessons during differentiated instruction, (www.bsu.edu/web/jmarron/tlpcauses.html) but also a tiered schedule. The core curriculum will be available during the first three periods of the day for all students, the fourth period can target students who need some additional assistance in grasping the core standards, and an after school program will give additional opportunities to those students who require intensive assistance. For those who have mastered the academic core period 4 and the after school program encourages enrichment, enhancement, and expansion. (www.ctreg14.org/.../summer_2008_climate_presentation.pdf)

c. Explain how you will ensure the curriculum and instruction is aligned to standards

Ensure the Curriculum and Instruction is Aligned to Standards:

It will be essential to attend meetings on the Common Core State Standards (CCSS) as it gets further implemented into the Indiana curriculum guidelines. Both administrators and teachers will be responsible for ensuring that the standards are aligned to the curriculum and instruction. Their collaborative and cooperative efforts are essential to provide a standards based curriculum which is at the same time differentiated to meet all students' needs. Resources, such as IDOE's Learning Connection will be helpful in keeping abreast of the current standards and curriculum development activities. (<http://learningconnection.doe.in.gov/login.aspx>). Observation, teacher self-reporting, student assessments, and program evaluation will all be utilized to maintain high standards of compliance and implementation. Our teacher/administrator group will be vital in this process.

IDOE's hope is to have more focused professional development due to the adoption of the Common Core State Standards. Indiana's participation in the Partnership for Assessment of Readiness for College and Careers (PARCC) will give Hoosiers an advanced preview of a Summative Test to be initiated in 2014-15. The goal is to have a "through course assessments" which would allow teachers to adjust their instruction based on students' results in a more timely manner. (<http://www.doe.in.gov/commoncore>) This process would be aligned to our instructional design and assist in ensuring alignment to standards.

d. Describe what instructional strategies and methodologies are central for all teachers to know and use. If your instructional strategies require a contract and/or major expenditure, list the amount here along with the line item in the budget.

Instructional Strategies and Methodologies Central for All Teachers To Know and Use:

Differentiated instruction, thematic unit instruction, mentoring, and monitoring are all key components to establishing and maintaining a successful system. Continuous staff development in all four areas will be crucial.

Two staff members will participate in a 5-day Train the Trainer Institute on Differentiated Instruction: Theory Into Practice. All staff will then be trained locally by the trainers. (sde.com)

Engaging students in the curriculum is particularly important with at-risk learners. Thematic Learning is a method that has been effective in motivating students because of its relevance and interest level. (4Faculty.org) All teachers will be trained in this model. An outside consultant will present this in-service to all staff. (www.thecenter4learning.com)

Establishing a caring relationship and positive school climate will rely heavily on competent well-trained mentors. Staff will be trained in effective methods of providing support and encouragement. A local consultant will be hired to provide the training.

Monitoring student progress and other components of the program is a necessary skill in order to maintain a smooth functioning system. All staff will be instructed in the various components involved in the monitoring process-assessments and their results, recording student individual plans, tracking mentoring and tutoring sessions, and all other essential reporting elements.

The expenses for staff development will be approximately \$10,000 over the preoperational year and year one. This includes workshop fees, consultant fees, travel costs, and related books and materials. Contracts will be appropriate for some of these elements.

Technology

e. Describe how effective use of media and technology supports learning goals

Media and Technology to Support Learning Goals

The educational program at NNVHS will utilize technology to support students' acquisition, assessment, and documentation of knowledge and skills in multiple ways. Online credit programs such as the A+ Learning System and Accelerated Math and Reading will be available for credit recovery and for content reinforcement.

The A+ Learning System contains subject material aligned with state standards in Math, English, Science, Social Studies, Business and Technology, and elective subjects. NEO plans to upgrade

the software so it can be offered as a web-based program, alleviating technical issues that can interrupt classroom instruction. The A+ program is easy to use, offers students intensive opportunities to learn, practice, and expand skills, provides them with immediate feedback, and is designed to prevent cheating or short-cuts, often a downfall of many software programs. The immediate feedback not only keeps the students more engaged in the learning process when they can see measurable gains, but it also gives teachers data needed for instruction (remedial and enhanced) and assessment.

The school will refer students with limited English proficiency to work with our English language instructors who may incorporate use of Rosetta Stone language instruction program. Rosetta Stone is used to help develop fluency with our limited English proficiency students. The program is engaging and is a good supplement to classroom instruction. Our ESL teacher also use the multimedia series “Crossroads Café” and “On Common Ground” with their students. Another software program used is EASY ESL Series. The program includes DVD’s and print material for use in ESL instruction. The series touches upon subject material relevant to all levels of ESL instruction. It is a valuable, user friendly teaching tool with endless resources.

All students will have access to classroom computers for research and reports. ICT (information and communication technology) skills will need to be taught to many students who lack basic skills. This will be done through different technology course options. All NNVHS students will be required to have fundamental computer skills needed to be successful in today’s technological society.

Authentic assessments, such as student projects and electronic portfolios will be an integral part of the comprehensive assessment plan. NWEA’s Measures of Academic Progress (MAP) will be used twice a year to identify individual student’s academic strengths and needs.

Keeping up with the latest technology is critical to providing our students with technology skills that are marketable in today’s competitive job workplace. Most of our students fall into the “at-risk” category; they do not have a computer or Internet access at home, nor do they have basic skills need to access or complete career and educational information on line. NNVHS plans to offer basic, intermediate, and advanced computer skills classes. NEO is also going to pilot a distance learning model of the Computer Support Technician Career Certificate program being held at the Hammond Area Career Center to our high school students in one of our labs.

f. Describe how technology will be used to provide access to the curriculum and to deliver instruction using the internet or other electronic means

Access to the Curriculum and Instructional Delivery Using Internet

Each classroom is equipped with a minimum of three computers with Internet access. Students in the classrooms have access to these computers for researching class projects. We have

televisions and DVD players accessible to all classrooms for instructional purposes. Teachers use overhead projectors, transparencies, laptops and projectors for Powerpoint presentations. The school is also equipped with two computer labs that house 20 computers in each lab. While the one lab is equipped with Dell computers that are only three years old, the other lab is equipped with 12+ year old Comp-u-tech computers that have limited capacity and are not even listed by this company. Although they function for now, there are plans to replace these. NEO has added memory and made operating system upgrades, from Windows 95 to Windows XP, but the speed and functional capacity is limited.

g.Explain how technology will enhance communication & technical support to students & parents

Using Technology to Enhance Communication and Technical Support to Students and Parents

NNVHS will create multiple opportunities to enhance communication with parents and students using technology. Monthly newsletters, notices, and forms will be emailed directly to students and/or parents who have access to a home computer. The same communications will be available on the school's web site. The school has recruited a Purdue University business graduate to set up and maintain the school's website and to develop and maintain a Facebook account. Both the website and Facebook page will have all policies and school information posted. The school will use paper forms of communication for those students and parents that do not have computer and internet access.

h.List the amount budgeted for technology as well as the line item in the budget for technology costs.

The budget for the pre-operational year and the first operational year for technology costs are listed below.

Item	Pre-Operational Year Amount	First Operational Year Amount
Service Contracts: Technology Support	\$2,400	\$2,400
Capital Outlay: Computer Hardware	\$10,000	\$10,000
Capital Outlay: Software	\$8,000	\$2,500
Employee Salaries & Benefits		\$15,512

10. Evaluation of Student Performance

a. Describe how student performance will be used to improve student achievement and attain the stated learning goals and objectives from (7b).

a. Improving Student Achievement:

Each member of the Neighbors' New Vistas High School (NNVHS) school community will be involved in examining the school's efforts and initiatives through the lens of their impact on student learning and achievement. The data manager and registrar will ensure that assessment schedules are kept and student data is accurately entered into the school's data management software. The school director and teachers will evaluate assessment information and use this to inform instruction and identify corrective actions needed to improve student success. Input from students and parents and the community will be incorporated into this process as well.

It is anticipated that our student population will arrive from a variety of Lake and Porter County school districts with a vast diversity of skill levels ranging from early elementary through college level. Traditionally, 63% of former Portage Adult High School students entered at an educational functioning level of 8.9 grade level equivalency or below. On average, 75% of these students had not passed one or both of the required ISTEP-GQE exams. Therefore, it will be imperative to have a coordinated and comprehensive system of assessments in place to record, diagnose, and monitor students' skill progression.

NNVHS will subscribe to all required student assessment and remediation activities as prescribed by Public Law 221 (PL 221) and the No Child Left Behind (NCLB) Act. Also, NAHS will comply with any alterations or additions that may be enacted prior to the school's opening. NNVHS's assessment system will include both formative and summative assessments that provide both quantitative and qualitative data.

State-required assessments

NNVHS's commitment to providing differentiating educational practices will be supported in its approach to student assessment. Teachers will use multiple methods of evaluating student performance and progress throughout the year. These will include state mandated assessments such as the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) End-of-Course Assessments (ECAs) in English 10, Algebra 1, and Biology (when required). When a student's Case Conference Committee (CCC) determines a student is eligible for an alternate state assessment, the Indiana Modified Achievement Standards Test (IMAST) and the Indiana Standards Tool for Alternate Reporting (ISTAR) will be used.

NWEA -MAP

Additionally, NNVHS will use the Northwest Education Association (NWEA) Measure of Academic Progress (MAP) exam to establish the students' initial level of learning through its web-based adaptive tool that adapts, during testing, to the student's current ability level and

provides the teacher with immediate results that can be used to determine and/or modify instruction. This assessment will be conducted three times a year – in September, January, and in May. This data will be collected and analyzed; teachers will compare scores taken at the start of school year with those from the end of the year. MAP administration in the spring will be conducted with an anticipated average increase of two grade levels. ISTEP+ testing will be administered in the fall and spring as determined by IDOE. Our school performance will be calculated as indicted by the state’s accountability requirements. A low percentage is expected with our initial ISTEP testing because of the anticipated level of student skill upon entrance into the program. In our first year we predict a 3 % increase and a 5% increase in our second year.

Classroom and curriculum-embedded assessments

Teachers will also assess student learning on a daily basis by incorporating frequent and on-going classroom-based and curriculum-embedded assessments. Teachers’ observations of student behavior and performance may be documented in a variety of ways including checklists, journals, and logs.

Rubrics

Rubrics will be used frequently so students have a clear understanding of the expectations and standards their work will be measured on. Rubrics, ready-made or designed by teachers and students, will provide the framework for assessment of students. The George Lucas Education Foundation will be one of many resources that teachers will use to develop and use rubrics. Rubrics will be discussed and designed prior to any assignment so expectations are clear. Students will be expected to express themselves in writing throughout the curriculum and teachers will use a standard 6 point Writing Rubric to evaluate student writing and encourage a consistent standard of performance. Rubrics will also define the standards for group and individual projects, classroom performances, oral presentations, and student portfolios.

Included in NNVHS assessment system will be frequent opportunities for students to actively engage in the evaluative process and make adjustments to their work and plan improvement. Student assessment will also occur during *self-evaluation*, *peer review*, and *student- teacher conferences*, etc. where they will participate in evaluating work and planning improvements.

Self- Assessment

Students will be expected to frequently participate in a self-evaluation as part of the assessment process. Students will be asked to use explicit standards and criteria to judge the quality of their work. According to the Center for Development and Learning (CFDL), self-evaluation is a potentially powerful instructional, teaching, and assessment strategy. It requires, however, adequate teacher guidance so that students learn how to properly assess their own progress. The CFDL cites research that identifies the benefits of students’ participation in the self-assessment cycle of including enhanced self-efficacy, increased intrinsic motivation, and development of refined critical thinking skills. Hernandez-Sheets (2005) also cites students’ increased participation in the teaching –learning process as their metacognitive skills improve.

Peer review

Teachers will present students with frequent opportunities to engage in peer-review activities that promote students' critical thinking and communication skills, reinforce standards by students articulating expectations, and allow students opportunities to collaboratively design improvements.

Curriculum-embedded assessments

Curriculum-embedded evaluations will be part of NNVHS's comprehensive assessment system. The A+ Learning Systems has sequential assessments that offer both teacher and student progress and performance data. Teachers will also use end of chapter and unit quizzes and tests and periodic skills checks.

Communication with Parents

Teachers will communicate with parents on a regular basis through notes, conferences, and progress updates issued mid-term.

Grading

The principal and staff will use time during the preoperational year to research and evaluate effective grading systems. There is current debate on the issuance of a D to students in some circles, and in other, some argue that no student should receive an F, but rather an incomplete or In Progress. Decisions will be made by spring before school begins.

Student-led parent/teacher conferences

In alignment with the schools guiding principal of encouraging opportunities for students to take greater personal responsibility for their learning, student-led parent/teacher conferences will be an integral component of student assessment. In addition to the documented increase in parental involvement in these conference, they have also proven to have a significantly positive effect on improving students' organizational and communication skills and on their critical thinking skill and their ability to self-evaluate. *Donald G. Hackman "Student Led Conferences"*

Teams of teachers and administrators will meet on a quarterly basis to evaluate student performance data and to identify student needs and progress and to inform instructional practices. Assessment review days will be embedded into the school's academic calendar to ensure that teachers have the necessary time to discuss and evaluate assessment data, and to make decisions about interventions, instructional strategies, and possible corrective action plans.

Surveys

In addition to the schedule of student performance assessments, NNVHS will also issue student, teacher, and parent satisfaction surveys in mid March to evaluate satisfaction with program design, environment and learning outcomes. The results of these surveys will be made public and will be used to reflect upon and make decisions about program design, school culture, and to set goals.

Data management system

NNVHS is in the process of evaluating the most effective student data management program to use to inform instruction. Currently, the *Neighbors'* Portage Adult Education Program is in the process of switching to a new state-mandated system for tracking student data (attendance, testing, performance, goals, etc.) called InTERS. The school director and teachers will evaluate the effectiveness of this system and investigate other systems including the Student Information System (SIS). NNVHS will choose a data management software program that collects and stores pertinent student data including assessment data (NWEA, and curriculum-based tests) for analysis of multiple indicators and allows for customized, disaggregated data reports designated by school administrators and teachers.

Professional development

NEO will ensure ample professional development in this area to enhance teachers' fluency in using student data and facilitate change and evaluation. The school's data manager will work in tandem with the director and teacher to provide the necessary data.

Additional assessments to be implemented

By year five, NNVHS will add to its comprehensive assessment system the following:

Digital Portfolios Presentations of Learning (POLs) Public Exhibition of work

These assessment types will be embedded in the school's strategic, professional, and technology plan for the next five years.

The Organizational Framework outlined in Attachment 10b – Assessment System details the assessment types described above along with the timeline for administering these assessments, a description of the assessment and its use, and the students who will participate in these assessments.

Attach Table 10b as a PDF (Portable Document Form) named, **Attachment 10b – Assessment System**

11. Special Populations – Anticipated Needs

a. Describe how you will determine the school's potential special needs students (disabilities, ELL, advanced, struggling).

Determining the School's Special Education Population

NEO will determine the potential special needs student population using a combination of neighboring school student performance and enrollment data and information students and/or parents present at NNVHS registration and orientation. According to data for the 2011 school year, 19.7% students in the state of Indiana were identified as students with IEPs.

As a part of the registration process, students and/or parents are required to identify any previous or known academic, social, emotional, or physical needs the student has that requires support beyond the general education teacher. Students and parents will be asked questions about specific learning needs in the registration profiles. Since students and parents sometimes do not know all of the details of the services they have previously received and/or may not answer all questions thoroughly, NNVHS will request students and/or parents (for students under age 18) to sign a release of information form so that the school can obtain student records from appropriate schools or agencies. The special education teacher will review these records and Individualized Educational Plans (IEP), if present, to identify special learning needs, educational strategies, testing requirements, assessment waivers, and specific accommodations needed for student success. NNVHS will make every effort to not duplicate testing and assessment services, thus sparing the school and family any undue burden. The school's registrar will also be fully trained to evaluate students' records for any indication of special services, testing accommodations, and IEPs.

Neighbors' New Vistas High School teachers will follow the General Education Intervention Procedure for students who have not been previously identified as having special learning needs. The staff will regularly engage in team meetings, student/teacher/parent conferences, and implement a schedule of educational intervention strategies.

b. Include a review of demographics, including incidence rate, of the districts surrounding the proposed school.

Demographics:

Many of the surrounding districts, including East Chicago, Gary, Hammond, Hobart, Lake Central, Lake Ridge, Lake Station, Portage, and River Forest, have above state-average special education rates and above-state-average number of students needing English Language instruction. The percent of students with special needs from the nine districts below total to 21.5% compared to the 19.7% state average. The chart on the next page summarizes this data.

<u>School District</u>	<u>Special Ed Students/Gen. Ed. Students</u>	<u>ESL Students/Non ESL</u>
East Chicago:	900/4,709	740/4,869
Gary:	1,910/9,888	20/11,778
Hammond:	1,956/12,717	2,301/12,372
Hobart:	360/3,528	105/3,783
Lake Central:	1,399/8,760	251/9,908
Lake Ridge:	303/1,825	61/2,067
Lake Station:	197/1,340	144/1,393
Portage:	314/2,235	30/2,519
River Forest:	231/1,332	346/1,217
<hr/>		
Local Area Total:	7,570/46,334	3,998/49,906
State Total:	157,387/890,503	49,073/998,817

c. Summarize performance data for district's populations and subgroups on applicable State assessments (ISTEP+, I-READ, IMAST, ISTAR, ECA).

Special Ed Status	ISTEP Both ELA and Math Test N	ISTEP Both ELA and Math Total Pass N	ISTEP Both ELA and Math Total Pass %	ISTEP ELA Test N	ISTEP ELA Total Pass N	ISTEP ELA Total Pass %	ISTEP ELA PL Pass Plus N
General Education	3246	2665	82.1%	3248	2857	88.0%	504
Special Education	410	172	42.0%	410	203	49.5%	11
ESL Learner	3571	2781	77.9%	3573	2996	83.9%	511

ISTEP ELA Pass Plus %	ISTEP Math Test N	ISTEP Math Total Pass N	ISTEP Math Total Pass %	ISTEP Math PL Pass Plus N	ISTEP Math Pass Plus %	ISTEP Science Test N	ISTEP Science Total Pass N	ISTEP Science Total Pass %
15.5%	3251	2910	89.5%	862	26.5%	1107	783	70.7%
2.7%	414	253	61.1%	42	10.1%	145	58	40.0%
14.3%	3580	3095	86.5%	886	24.7%	1216	819	67.4%

ISTEP Science PL Pass Plus N	ISTEP Science Pass Plus %	ISTEP Social Studies Test N	ISTEP Social Studies Total Pass N	ISTEP Social Studies Total Pass %	ISTEP Social Studies PL Pass Plus N	ISTEP Social Studies Pass Plus %
188	17.0%	1070	779	72.8%	183	17.1%
12	8.3%	114	47	41.2%	7	6.1%
192	15.8%	1162	817	70.3%	189	16.3%

d. Summarize the survey data that includes the perception of the community you will serve.

NEO plans to conduct a community based survey pertaining to issues that will affect the proposed school and students and the community's perception of them. This is under development.

12. Serving Special Populations

Identifying and Serving Special Needs

a. Explain the specialized resources the school will devote to serving students with special needs (planning time, instructional materials, technology, professional development, staff and consultants, etc.). Include the amount here along with the line item in the budget.

Staff - All personnel employed by NNVHS will have the appropriate licensing, certification, and experience, in accordance with the standards established by the Indiana Professional Standards Board or other applicable licensing and certification entities. The school will employ a full time

special education teacher who is licensed in mild disabilities and who has experience with differentiated curriculum and instruction. The special education teacher and the school director (also a certified special education teacher) will work closely with the director of the Porter County Educational Interlocal, Diane Massa, to ensure that the school is in full compliance with the Individuals with Disabilities Act of 2004 (IDEA), Americans with Disabilities Act of 1990 (ADA), and Indiana's Article 7.

The special education teacher will initially review any requests for testing from teachers, parents, and/or the individual student. Approved requests will be forwarded to the director who will contact the Porter County Educational Interlocal to contract for appropriate testing or evaluation services. A case conference will follow with the student, parent, special education teacher, director, evaluator and service provider in attendance to develop an IEP or to modify an existing one.

Program – Neighbors' New Vistas High School will contract with the Porter County Educational Interlocal to ensure the efficient and effective delivery of educational services that meet the needs of any student who enrolls at the school who has special physical, psychological, or learning needs. The school will fully implement the case conference process to identify the student's current functioning level and educational needs. The case conference will be the forum to identify the necessary support services and educational structure that follow the goals, objectives, and assessments of the IEP. Related services, specifically psychological testing services, speech and hearing services, and occupational and physical therapy services will be provided through the Porter County Educational Interlocal.

b. Describe how the supplemental instructional design will meet the educational needs and goals of these students including:

- *How instruction will be tailored to meet the range of learning needs represented in the school's student population through flexible student grouping and differentiated materials, techniques, and/or assessments.*
- *How general and special needs teachers will collaborate to plan instruction and review individual data and progress toward individualized educational program goals.*

The school's culture of inclusion and respect supports the tenet that all students are capable of learning and that all students have the right to a free and appropriate education. The school climate will be supportive of students with special learning needs so they are as fully integrated into the general education classes as possible. All support services will be offered, whenever possible, in the context of the general educational program. The case conference committee will specify in the IEP a tiered level of support service options to meet the student's individual needs.

These services will include, but are not limited, to differentiated instruction, curricular modifications, individualized support, classroom accommodations.

Students with limited English proficiency will be identified within the first two weeks of school by teacher observation and informal evaluation. The school will use the assessment TABE ClasE to identify individual speaking, writing, and reading needs. The school will be housed in a shared facility with the Portage Adult Learning Center which offers English as a Second Language (ESL) classes. The school staff will work with the ESL staff to identify supported services for these students. This will include individualized instruction to help them acquire English language proficiency, procuring textbooks in Spanish (or other languages when available/appropriate), and recruitment of bilingual volunteer tutors from the community for after- school assistance.

c. Summarize any research or evidence that supports the appropriateness of the school's approach to serving students with special needs.

Research supports the use of differentiated instruction with all students, but it especially works well with students of special needs. This allows each student the opportunity to meet the classroom objectives at his or her own level and pace. It also allows for cooperative learning experiences to take place and peer tutoring, if necessary. The IEP is a plan that is written to meet each student's individualized educational needs. This allows for every student to be challenged at a level that can allow each student to be successful and thus promotes positive results, both academically and emotionally. Modifications can always be made when ever deemed appropriate.

d. Explain the process that will be used to monitor the achievement & progress of students with special needs.

Attachment 10b lists the various assessment systems mandated by the state of Indiana that we have available to use with students. Additionally, students will be expected to master objectives and goals listed on their individualized education plan (IEP). This will be monitored by the teacher on short term basis through quizzes and tests, as well as comparing results from the beginning of the year with those taken at the end.

e. Describe the process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

Evaluation will be based on several factors, such as classroom assignments, quizzes, tests, teacher observations, results from various assessments listed in attachment 10b.

f. Create and attach Table (12f) to show the personnel that the school will specifically devote to serving special populations and the associated administrative responsibilities. Include the amount he along with

Attach Table 12f as a PDF (Portable Document Form) named, **Attachment 12f – Personnel for Special Populations**

the line item in the budget.

Attachment 12f – Personnel for Special Populations

Personnel	Associated Administrative Responsibilities	Budgetary Assumption
Special Education Teacher	<p>Testing</p> <p>Supervising Case Conference Committee</p> <p>Authorship and monitoring of Individual Education Plan</p> <p>Consultation with classroom teachers about student needs, abilities, accommodations, and instructional strategies</p>	<p>720 hours</p> <p>Total Salary and Benefits \$27,145</p>
Classroom Assistant	Provide assistance to special ed. teacher and students, as necessary.	<p>720 hours</p> <p>Total Salary and Benefits \$7,756</p>
Registrar	Record student information in data system.	Amount of time to be determined by special ed case load
Contracted Services	Diagnostician, speech pathologist, translator, social services, and other services that may be required on individual student needs.	To Be Determined

13. Student Discipline Program

Describe the school's proposed student discipline program including school-wide discipline methods (positive behavior supports, etc.). If your school-wide discipline requires a contract and/or major expenditure, list the amount here along with the line item in the budget.

Upon approval of this charter, the school's faculty and administrative staff will work collaboratively on clearly defined expectations for student behavior and policies and procedures for addressing student discipline. A student Code of Conduct will be developed; this will be a critical component for maximizing an optimal school climate focused on learning. This will occur as part of the professional development work that will occur during the summer of 2012.

All policies and procedures will be included in the student handbook and will be thoroughly explained during the 2 day student orientation prior to the start of school. The director will monitor consistent adherence to these policies by all staff and will address any problems in a prompt manner. As a result, a school climate that reflects a commitment to respect, responsibility, concern for others, and high standards will be established.

The Advisor/Advisee teams will be an integral part of this process. It is essential to give students and staff regular opportunities to meet and discuss issues of concern as a means of prevention. The relationships that develop in these teams will help promote empathy and compassion for others and the opportunity for one's voice to be heard.

The school will encourage parental involvement and will interact with parents on a regular basis. The director and teachers, in particular, will take the initiative to establish regular communication with parents. The staff will make a concentrated effort to communicate accomplishments and personal observations with as much frequency as possible as a way of authentically motivating positive behaviors.

When serious infractions of the Code of Conduct do arise, the procedures that are in place will guide the process and the consequences. Due process and legal counsel will be enforced when appropriate. The nature of the infraction will dictate the level of intervention. Student contracts, alternative hours for attendance, parent conferences, and a plan of correction may be included in the process.

14. Professional Development

Staff Experience and Expertise

Describe the potential staffs' experience in teaching and how their expertise will support instructional design and improve student learning opportunities.

- a. Describe staff development priorities and how priorities align w/ goals for student performance, program design and staff needs (i.e., experience, curriculum, instructional strategies and assessment).
- b. Describe a multi-year/ long-term professional development plan that includes job-embedded professional development and builds on first-year-needs/ development and training experiences to achieve and maintain a high level of competence for all staff.
- c. Explain the system for ongoing staff development. Include: structure that staff development will take in light of the research on adult learners (i.e., sustained classroom-focus; support and feedback w/ coaching and mentoring; relationship to analysis of student achievement data; job-embedded opportunities for continuous growth).
- d. Describe how the professional development system will evaluate effectiveness and implement a clearly defined evaluation process for transitioning PD content to classroom practice.
- e. Explain how resources/ budgets are realistic and aligned to activities identified in the professional development plan based on needs and priorities. Include the line item in the budget and the amount of the allocation here.

NEO will implement on-going professional development opportunities aligned to and coordinated with both local, regional, and statewide adult education goals and supported by regional, state, and federal dollars and to internal, mission-driven school based goals.

Traditionally, the teachers and administrators of Portage Adult Education (PAE) have not only participated in, but have been presenters and coordinators of regional and statewide professional development activities. Professional development over the past three years have focused primarily on *student retention, differentiated education, technology in the classroom, and transitions to post-secondary education*. The work that was begun under PAE will continue under NEO.

The teachers are motivated to attend relevant professional development workshops, conferences, trainings, and meetings. The piece that has been missing has been common planning and processing time. NEO aims to add one follow-up day to its professional development calendar for each training session. This will allow teachers time to process, as a team, the material gleaned from training and to create specific action plans and set measurable goals. Professional development opportunities that will be available to teachers will include the annual IAACE Conference, regional workshops, and schedule in-house workshops. Staff meetings will occur on a monthly basis supported with weekly email check-ins initiated by the director. NEO will

work with other Region 1 program directors, NWIESC, CIESC, and DWD to address the readiness skills workers face.

NNVHS 2012 – 2013 Professional Development Training Plan

This is a work in progress. The professional development plan will be developed more extensively once the school principal and the teaching staff are hired. In order to align the plan with staff need, the teachers and principal will need to collectively evaluate, as a team, the individual and collective professional and personal needs that will be addressed through the school year.

A total of ten professional development days are scheduled for the 2011-2012 PY. All staff will be expected to identify personal professional development goals that are connected to at least two of the school-wide targeted areas.

Goal #1

Teachers will identify and implement effective methods that promote student persistence and retention

Measurable Goals:

1. NNVHS student withdrawal will decrease by 10% as compared to previous terms
2. NNVHS students' individual contact hours will increase by 10% as measured by quarterly attendance reports

Goal # 2

Teachers will incorporate contextualized content into daily class time and material on a daily basis and align this approach with the Indiana Academic Standards

Measurable Goals:

1. Teachers will create class outlines and resource books that specify academic standards and connections to the world of work and other real-life applications
2. Teachers will create end-of course assessments and/or student reflections that give data on the success of this goal.
3. Students' responses on end-of-course assessments and/or student surveys will meet the criteria design by teachers

Goal #3

Teachers will increase their use of and student access to technology in the classroom

Measurable Goals:

1. 100% of the NNVHS students will be trained on and use a variety of computer software and online programs such as NWEA MAP, A+ Learning Systems, ITT, and Rosetta Stone to enhance student learning opportunities on a daily basis

2. Teachers and administrators will be trained in using the new data management system to effectively track students needs

Goal #4

Teachers and administrators will research, identify, and implement curriculum, programs, and instructional expectations that promote awareness and readiness for students' successful transitions to post-secondary education and training opportunities.

Measurable Goals:

1. The percent of students who identify "Place in post-secondary educationr job training" as a goal will increase by at least 10% during the 2011-2012 PY
2. The percent of NEO students who achieve this goal will increase by at least 10% during the 2011-2012 PY.

15. Co-Curricular and Extracurricular

(Indicate if not applicable to your school)

- a.** Describe the school's plan for providing co-curricular or extracurricular programs and how they will be funded and delivered (i.e., in-kind contributions, such as, participating in sports). Include the line item in the budget and the amount of the allocation.
- b.** Describe the school participation fees associated with extra-curricular activities (if applicable), including the school's policy on fee waivers.
- c.** Describe how your plan meets Title IX requirements.

Neighbors' New Vistas High School does not, at this time, plan to offer Co-Curricular or Extracurricular Programs.

16. Transition Plan

a. Describe the strategies and activities that will support students' transition from one grade span to the next (i.e. elementary to middle grades; middle grades to high school; high school to post-secondary).

Twenty years ago, it was possible to earn a decent living without a post-secondary degree or advanced certificate. That is no longer the case. The competition in the job market and the demand for higher skills makes such credentials vital to success in today's global economy. However, the number of students going on to any type of post-secondary education or training is unacceptably low. Additionally, the completion rate for students in many post-secondary programs is declining. Studies conducted by the Lumina Foundation and the State Chamber of Commerce have supported state and national data pertaining to the declining enrollment in and graduation from a post-secondary program by high school students. The Indiana Commission of Higher Education determined that the following factors contribute to the low rates of student retention/completion of a degree or certificate program:

1. Students are not fully academically prepared
2. "At-Risk" students lack a network of parental and/or peer support
3. Student decisions about a course of study are often disconnected to the needs of the current and future job market
4. Students lack the awareness of post-secondary options

Over the past three years, PAE has stepped up the conversation with students pertaining to transition to post-secondary education or training opportunities. Previously, only approximately 18% of our ABE/ASC High (GLE 9-12) selected "Advance to Post-Secondary Education or Training Program" as a goal compared with 47% who chose "Enter Employment" as a goal. That percentage increased to 22% last year.

NNVHS aims to build on the trend to increase students' desire to further their education beyond the high school diploma. NNVHS will raise student awareness of the opportunities and support systems that are in place for them to advance to a post-secondary program. NNVHS needs to help students realize that the GED or high school diploma is not the finish line; rather, it is actually the starting line.

In SY 2010-2011 PAE began the "College Bound" program at the Central Avenue site to start working toward this goal. Portage Adult Learning Center teacher, Rebecca Reiner, partnered with Debbie Birch, director of the Success through Education program to deliver services to a group of 20 students to help them gain skills needed to find their way through the higher education maze of financial aid, fill out FAFSA forms, choose a major, select classes, explore career options and make post-secondary plans. Together, along with input from students and teacher, they designed a transitions outline that included four components to address

the challenges many students faced upon graduation. These will be embedded into the NNVHS educational program.

1. Enhanced Academic Preparation

NNVHS will offer courses that are geared for post-secondary success. These will include: advanced math classes (Calculus, Data and Statistics, etc.) college-leveled English and writing, computer literacy, study skills, and “Transitions,” an elective course designed to cover a broad spectrum of skills needed to navigate post-secondary options. NNVHS will also implement a comprehensive system of supports (tutoring, on-line remediation) to ensure that struggling students are prepared for the next level of instruction. Course content will be revised to help students move beyond the mechanical level of comprehension to higher levels of learning.

2. Increased Awareness and Orientation

NNVHS will engage the services of Success Through Education staff, Ivy Tech representatives, and the WorkOne Career Counselor to provide year-long services, both on and off site. They will provide PAE Transitions’ students with the following:

- Career and personality assessments through programs such as Indiana Career
- Explorer and Discovery, Meyers Briggs assessments, Work Keys, etc.
- Workshops on and assistance with financial aid (FAFSA, grants, loans, scholarships)
- Preparation for required college tests (COMPASS, SAT, ACT)
- Information pertaining to certification programs
- College campus field trips

3. Development of a Mentoring and Peer Cohort and Support System

Students will be supported by the Transitions’ staff who will facilitate the development of a cohort of students (past and present) who will be a resource for those students moving on to post-secondary education or training. Mentoring and internship programs will be a required part of the school year as well and will be implemented in conjunction with community and business partners.

4. Accelerated opportunities for career and college readiness

Students will have the opportunity to participate in both career certification programs and dual credit classes at New Vistas High School. During the first operational year, NNVHS will offer three dual credit classes – one English, one Math, and one Computer class. The school will also have two Career Pathways programs establish – one distance learning lab for Computer Support Specialist and an in-house Pharmacist Technician program.

b. Identify additional “transition” issues that will affect your school and describe how you will address them.

During the Pre-Operational year, the school’s director will work with the teachers and administrative staff to examine the many other issues that have affected our students’ ability to transition to post-secondary opportunities. Some of these are the disproportionate number of students who do not complete classes, the attendance rate, writing skills, and behavioral expectations.

Organization

17. Parental Involvement

a. Describe how the school will identify the needs of students and their families to provide opportunities for effective parental involvement and benefit adult family members.

During student intake and registration, students and parents will fill out a questionnaire that assesses the family's needs in terms of times parents are available for conferences or volunteer opportunities, issues with low income or single parents, day care issues, need for referral to social service agencies, and other areas that might present special circumstances that affect the student and family.

b. Explain the school's plan for parental involvement with the goals the school will achieve and how parents can realistically assist.

Parents will be required to attend at least two parent-school conferences per semester. The first will allow parents to help their student set realistic goals for the semester and make a long-range goal set for the student. Parents will be asked to communicate with their student's teachers, counselors, or administration via e-mail. Teachers will issue mid-term e-mails as well as mid-term reports assessing the student's progress toward their goals. If necessary, teachers will notify parents of special circumstances and set up face-to face meetings. Parents may be asked to sign off on work sent home with the student. Parents may be asked to assist in setting up a special plan for the student to follow at home along with teacher guidance at school.

c. Describe programs and activities that will support parents' engagement in their students' academic success (i.e., assessments; standards; expectations; goal setting; feedback).

As mentioned above, parents will have an opportunity to assist their child in setting goals, both long and short-term at the first conference. Parents will be kept up-to-date on their child's progress via e-mail and at midterm. The school plans to implement an academic reward system to honor students achieving their goals and present awards at a ceremony at semester's end. Expectations for the student's performance will be part of the initial assessment and be readdressed at midterm and semester's end.

d.Explain how the school will make the community aware they can be involved.

The school will conduct community open houses periodically showcasing student projects and achievements. Student activities will advertised via press releases in local papers. The school will seek volunteers and mentors for students during the school year.

e. Describe activities that will provide parents opportunities to influence the management of the organization.

Before school starts, parents and community members will invited to open forums at which the school goals, policies and standards will be discussed. Participants will be asked to join a discussion and add ideas at this time. At the end of the semester, parents will be asked to fill out a form, either on paper or by e-mail, that lets them assess their student's progress and comment on any issues they would like the school to address. Parents who respond will be contacted and asked to meet with school staff if they wish.

18. Partnerships / Contracts

- a. Identify any partnerships or contractual relationships central to the school's operations or mission. Include the amount in the budget for partnerships or contractual relationships and the line item in the budget here.*
- b. Explain the purpose of the partnerships or contractual relationships.*

NEO has been awarded the contract to provide Adult Basic Education services at the Neighbors' Portage Adult Education Center located at 5391 Central Avenue in Portage from the Center of Workforce Innovations, the Region One Department of Workforce Development provider. This contract for the pre-operational year totals \$351,000 of which 85% (\$298,350) is guaranteed. The other 15% will be awarded to NEO if ALL of the overall goals of Region One adult education is met.

This is a critical partnership the NNVHS because it accounts for 50% of the salary and benefit costs of the Executive Director, Registrar, and Financial and Assurances Officer. This contract also pays for the salaries and benefits of the Portage Adult Learning Center's four teachers, two ESL instructors, and two assistants. NNVHS students will have access to the services provided at the center. This contract also pays for three of the five childcare providers, one full time custodian, and a portion of the facility costs. The percent of the facility costs that will come out of the NNVHS budget or the adult education budget will be adjusted on a yearly basis to reflect use by program and availability of revenue in each budget.

NEO also has a contractual relationship with PTS for the lease of this building and with Ivy Tech Community College and the Valparaiso Area Apprenticeship Advisory Council for subleasing this building. The subleases account for \$22,6000 in revenue to NEO and the lease with Portage Township School Corporation nets approximately \$20,000 savings to NEO in terms of utilities and property insurance. As the lease is only \$1 for the year, the savings in rent or in mortgage costs are substantial. These leases are detailed in Appendix C in the Apendices.

NEO is working with the Portage YMCA to allow NNVHS students access to that facility and programs for the purpose of meeting the requirements for a PE credit. For the fall semester of NEO's adult secondary program, YMCA director David Casarda has offered two students who need a PE credit a free semester-long membership and unlimited use of the facility. Each membership has a value of approximately \$120. Mr. Casrda has expressed a strong desire to enter a similar contract with NEO for the students of the proposed charter school.

Finally, NEO plans to collaborate with Department of Workforce Development, WorkOne, Ivy Tech, and other regional providers to provide a wide array of other educational and supportive services including additional Career Pathways classes, dual credit classes, and others.

19. Organizational Structure

a. Create an organization chart (19a) for the school that clearly outlines the school's organizational structure. Support the chart with a narrative description outlining the school's organizational structure. If the charter school intends to contract or partner w/ an entity for management or educational services, the organizational chart should also reflect that relationship.

Neighbors' New Vistas High School will embrace a culture of shared leadership. Critical to this practice will be a school-wide dedication to effective communication and decision making. All too often, a breakdown in communication is at the heart of many school-based grievances. Professional Development will include training in these skills. Incorporating a culture of shared leadership into the management of the school will rely on a clearly defined, three-tiered level of decision-making- executive, advisory, and consensus-based. All staff will participate in workshops designed to clarify which types of decisions will be assigned to each level. A strong administrative and support staff will be crucial for effective management of the day to day operations, compliance and accountability.

Day to day management - The school will be managed on a day to day basis through a collective commitment by all members of the school community to a school culture that promotes learning, leadership, and achievement. Sound school policies will be clearly defined and uniformly adhered to by all. Adults will model and enforce high expectations of behavior and performance. Common planning time, weekly staff and team meetings, and high visibility of the director, and ("management by walking around"), teacher-lead team meetings, and a strong professional development plan will also contribute to the school's effective management.

Administrative Staff

The administrative team will be comprised of an Executive Director, a school Principal, a Financial and Assurances Officer, a Coordinator of Adult and Continuing Education Services, and the Registrar. As student enrollment grows, additional support will be added to include staff to enter and manage data and to assist with clerical and general office duties.

Executive Director

The primary role of NEO's Executive Director will be to:

1. Articulate, implement, and continuously assess the school's vision and mission
2. Efficiently procure and manage resources
3. Ensuring the safety, well-being, and success of each member of the learning community
4. Nurturing relationships within the school community

5. Effectively direct the internal supports, resources, and culture of the school to promote student success

NEO's Executive Director will serve as the schools representative and liaison between the Indiana Department of Education and Ball State University Office of Charter Schools, the Department of Workforce Development, CWI, and the Region One Adult Education Consortium, and other entities and organizations connected with the organization and school. The executive director will also represent the school at United Way functions and present information about the school and organization at meeting with the Portage Rotary, Chamber of Commerce, etc. The Executive Director will have a direct relationship with area superintendents and assist in regional planning at all levels. The Executive Director must possess strong organizational and leadership skills, a solid vision for the school, and the ability to mobilize and inspire committmenr to the mission of the school. Ideally, the Executive Director should possess, at a minimum, a Masters in a field that will lend needed expertise to the school.

NNVHS Principal / School Leader

NNVHS will have a school leader who will be, first and foremost, an instructional leader who, with support from the administrative staff and school faculty, will lead and model best educational practices. He or she will cultivate a positive school culture through current and effective pedagogical knowledge, personal attributes, vision, and effective communication skills. These skills will be needed to enable the school to flourish.

The Principal will regularly confer with NEO's Executive Director to ensure that the school is meeting federal and state education, human resources, labor and safety laws. He or she will work with the treasurer on matters that pertain to the State Board of Accounts and with the registrar for student record compliance issues.

The Principal must have the training, experience, and temperament to effectively lead. At a minimum, he or she must possess a Master's degree or higher in educational leadership or a similar field of relevance and a current Indiana secondary administration license. Experience with at-risk youth, sensitivity to their situations and unique needs, supervision of staff, and effective communication and decision-making skills are essential.

Adult and Continuing Education Coordinator

NEO's Adult and Continuing Education Coordinator will serve as the liaison between the Executive Director and the Adult Education division at the Indiana Department of Workforce Development. He/she will monitor all performance, regulatory, and fiscal data pertaining to the delivery of an effective and high performing Adult Basic Education (ABE) program that includes ABE, GED, and English as a Second Language (ESL) classes.

Secretary/Registrar

The secretary/ registrar will be responsible for maintaining all student records and making sure they comply with school, state, and federal regulations. These will include student transcripts, report cards, health records, assessments, and enrollment information. He or she will also validate all teachers' licensures are compliant with state regulations and that contracts are properly submitted. Finally, he or she will be in charge of producing class and school schedules with guidance from teachers, the director, and assistant director.

Chief Financial and Assurances Officer

NEO's Chief Financial and Assurances Officer will report directly to the Executive Director on a weekly basis about the status of the school's finances including cash flow. This position, for now, includes bookkeeper duties including management of the school's financial activities and records and managing Quickbooks as a tool for recording daily financial transactions. This position will use a double-entry system and will confer on a regular basis with the director on all financial issues.

b. Provide your rationale for choosing this structure, and the roles of any management or partner organizations.

This is an organizational structure that allows for effective delivery of a comprehensive educational program that includes a variety of services funded from different sources. Due to the nature of different regulatory and reporting requirement, it will be necessary to have positions that will be responsible to the two primary programs, the proposed high school and the adult education program, while having one position, the Executive Director, that oversees the comprehensive program and the services of the Registrar, Financial and Assurances Officer and other positions that support both programs. It is expected that during the school's first two years of operation, some of the duties of separate positions may be done by one person, depending on enrollment and funding. Additionally, NEO will actively recruit people to fill these positions that are highly qualified and an excellent fit for the school. This is a top priority, but the current staff is prepared to double-up on duties until the right candidates are found for the position.

20. Governing Board

a. Describe the responsibilities as a whole, individual officer responsibilities, election/ selection processes and terms, and removal of board members.

The Neighbors' Educational Opportunities, Inc. initial Board of Directors was formed as an advisory board to assist in the establishment of the Neighbors' New Horizons High School and to help this organization transition into one with an effective governing board. This process will be finalized upon the granting of this proposal. The current board of directors have been instrumental in this process and are highly qualified to continue to serve on the governing board of directors. It is NEOs intent to keep them as they possess valuable skills, connections, and perspectives that will ensure effective management of this organization.

The Board will complete all proposal requirements as identified by Ball State University. The Board has hired the Executive Director and will approve all hiring decisions made by this person and give final approval to employment contracts. The Board will support the school's principal, teachers, staff, and students by being active advocates in the community for the school's mission. The Board will work with the Executive Director and Principal to ensure that the educational program is rigorous and delivered by highly qualified and licensed teachers in an atmosphere that addresses and supports the individual student's academic, social, physical, and emotional needs.

Board Recruitment

The development of an effective Board of Directors and the hiring of an effective school director and staff are critical for the success of the school. The founding members of the organization will work closely to recruit a Board that is passionate about the school's mission, knowledgeable of the critical issues that face the region, and representative of the diversity that exists in northwest Indiana. The organizers will use their extensive connections to enlist such additional board members upon approval of this proposal. Every attempt will be made to establish a board that can contribute individually and collectively to the mission of the school.

Ensuring local and community participation in the governance of the school

The governing board will develop and maintain clear policies that ensure local and community participation in the governance of the school. All general meetings of the Board of Directors will be open to the public. Notification of the meetings will be included in the Student Handbook, in newsletters to students and parents, and on the school's website. The Board of Directors will sit on other community advisory groups to ensure an efficient sharing of information.

Legal Duties of the NEO Board of Directors

Duty of Obedience
Duty of Care
Duty of Loyalty
Duty of Transparency

Basic Responsibilities of the Neo Board of Directors

The basic responsibilities of the NEO Board of Directors are listed here.

Mission:

1. Ensure that the organization has a clearly written, succinct mission statement that clearly expresses the organization's core purpose and values by gathering input from key stakeholders, including staff, clients, and the community.
2. Revisit the mission statement annually to assess the effects of internal and/or external changes on the organization and the possible need to revise mission statement.
3. Use the mission statement to guide decisions.
4. Promote the organization's mission in the community.

Oversight:

5. Select the chief executive, provide a clear description of his/her duties and responsibilities, determine salary and benefit schedule, and conduct annual evaluation of performance.
6. Support and strengthen the chief executive through annual performance evaluation and ongoing participation and input into programmatic issues.
7. Engage in an annual review and update of the organization's strategic plan.
8. Adopt and review organization's policies for board, staff, and students
9. Review and ensure quality and assurances / Ensure legal and ethical integrity and maintain accountability

Resources:

10. Work with chief executive to formulate short and long term financial sustainability plans that include an annual fundraising event, annual contributions, grants, and other sources of funding.
11. Approve and monitor the annual operating budget.
12. Review and monitor monthly financial reports.
13. Commission and require an annual audit by an independent accountant.
14. Help procure resources from the community.

Outreach:

15. Listen to the needs, perspectives, and interests of current and potential stakeholders and community members and share these with the board and/or chief executive.
16. Enhance the organization's public standing by ensuring that the organization has a marketing and public relations strategy to support outreach
17. Develop policies that meet community needs through outreach activities.
18. Recruit and orient new board members and assess board performance.

The specific duties of the NEO board officers are from the NEO Bylaws.

Board Chair:

Section 2. Board Chair. The Board 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 Board Chair shall perform such other duties as the Board of Directors may prescribe.

Board Secretary:

Section 3. 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 Board Chair may prescribe.

Board Treasurer:

Section 4. 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 Board Chair, 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 Board Chair may prescribe.

Expectations of the NEO Board of Directors

Board members are expected to serve for a minimum of three years. This will be staggered initially to allow for a rotation of terms.

Elect new board members

1. Participate in monthly board meetings:
 - Attend a minimum of 75% of the meetings
 - Participate in meetings
 - Prepare for meetings
2. Contribute to the financial solvency of the organization
 - Participate in annual signature advent
 - Make annual gift
 - Solicit donations from individuals, businesses, grants, and/or other sources
3. Commit your area of expertise to benefit the organization
4. Advocate the mission of the program in the community
 - Stay abreast of regional climate
 - Stay abreast of issues
 - Stay abreast of program by reading program reports and documents
 - Be on the lookout for new board recruits
5. Serve on the board for a minimum of two to three years

Other governance issues that pertain to the Board of Directors are described below.

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 Chair, 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 Chair, 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 4 consecutive meetings or from at least 33 1/3 % percent 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.

b. Create an organizational chart (Chart 20b) that reflects the flow of information to and from all stakeholders (e.g., board, administration, teachers, parents, students, etc.).

Attach Table 20b as a PDF (Portable Document Format- Acrobat®) named, **Attachment 20b – Flow of Information**

c. Attach Articles of Incorporation

Attach Articles of Incorporation as a PDF (Portable Document Format-Acrobat) named **Attachment 20c – Articles of Incorporation**

The NEO Articles of Incorporation are available in Attachment 20c- Articles of Incorporation.

21. Principal Leadership

Educational Role

a. Describe the school leader's role in educational leadership.

The school leader will be, first and foremost, an instructional leader who, with support from the administrative staff and school faculty, will lead and model best educational practices. He or she will cultivate a positive school culture through current and effective pedagogical knowledge, personal attributes, vision, and effective communication skills. These skills will be needed to enable a school to flourish. The director will be accountable for these primary areas of focus:

- Articulating, implementing, and continuously assessing the school's vision and mission
- Efficiently procuring and managing resources to support the mission
- Ensuring the safety, well-being, and success of each member of the learning community
- Nurturing relationships within the school community
- Modeling qualities of a reflective practitioner
- Evaluating and supporting teachers through professional development and goal setting and review

b. Describe the qualifications required for the school leader.

The director must have the training, experience, and temperament to effectively lead. At a minimum, he or she must possess a Master's degree or higher in educational leadership or a similar field of relevance and a current Indiana secondary administration license. Experience with at-risk youth, sensitivity to their situations and unique needs, supervision of staff, and effective communication and decision-making skills are essential.

c. Explain the process that will be used to recruit this person and the criteria used to select him or her. In addition, attach a resume or biography for this person, if known.

NEO will actively seek a candidate with demonstrated leadership skills with high school age students. The board will recruit through online postings on the NEO website, on the IDOE PEER site, and through regional and national education associations. Word of mouth will also be a recruiting tool!

d. Explain the process and criteria that will be used to select this person, including who will be involved and the role of the board and management organization, if any.

NEO will form a selection committee that will follow the hiring practices outlined in the next section.

The board will devise a thorough job description and required qualifications for this position.

If, applicable, attach the resume or biography as a PDF (Portable Document Format- Acrobat®) named, **Attachment 21d – Principal Resume**

School Management

h. Organizational Chart management structure consistent with information

	WHO	Roles and Responsibilities
Academic Program		
Finances		
Hiring		
Operations		

Explain the management structure of the school that includes:

- Roles and responsibility for managing at least the academic program, finances, hiring and operations;
- Management practices and procedures, i.e., how the school will set priorities and make key organizational decisions.

f . If applicable, describe hoe the school will work with a management organization and explain the relationship between employees of the school and that organization.

22. Staffing

Create a first-year-staffing chart (Chart 22a) and a chart (Chart 22b) of staffing projections for the term of the charter. Support the information with a narrative explanation.

Attach Tables 22a and 22b as PDF's (Portable Document Form) named, Attachment 22a – First Year Staffing and Attachment 22b – Staffing Projections

Staffing Plan - In the initial year of operation, Neighbors' New Vistas High School will employ 15 full-time and 3 part-time employees. This includes a director, assistant director, bookkeeper/treasurer, and registrar/secretary in administrative capacities. Eight teachers will implement instruction in English, math, social studies, science, special education, and technology. The school will also employ two full-time custodians, one full-time and one part-time instructor, one part-time computer lab monitor, and a data entry person. By the second year, the school will hire two additional teachers to meet growing enrollment demands. Additionally, the school will hire a part-time social worker who will provide counseling and social services. More instructors may be added for extended academic support as the need arises. The anticipated ratio of students to certified teachers will be 15:1 for the first year and 16:1 for the second year.

23. Staff Recruitment and Retention

a. Describe how you will recruit and retain staff, particularly high quality teachers.

Include the:

- *qualifications required of teachers and other staff;*
- *process used to recruit and hire teachers and other staff; and*
- *strategies used to retain high quality teachers.*

Teacher Qualifications

NEO will hire only teachers who are eligible to be classified as “highly qualified” (as defined by the *No Child Left Behind Act (NCLB)*) by the end of the first school year. All teachers will be licensed by the State of Indiana to teach in the area for which they are employed or contracted in accordance with Indiana Professional Board of Standards or other certification entities. A current Indiana State Teacher’s License will be held by all teachers and all applicants’ credentials will be verified before employment is confirmed. Additionally, all full-time teachers will be required to update their skills by participating in professional development opportunities and taking the required six hours of course work every five years as required for licensing in the state of Indiana.

In addition to licensing requirements, NEO will seek to hire teachers who have experience and/or willingness to work with this student body. Since this school is expecting to serve a number of at-risk, racially diverse and possibly older students from at least a two-county area, it is crucial that staff be flexible, empathetic, and able to adapt to various learning styles. We expect teachers to employ numerous teaching strategies, including differentiated learning, cooperative learning, service learning, or any other educational strategies proven to lead to student success. Teachers also will be required to create authentic assessments that back up their curricular decisions. A premise of the school will be to use creative instructional strategies and adapt teaching to the special needs of the particular student population. This requires flexibility on the part of the teaching staff. In hiring teachers, Neighbors’ New Vistas High School will seek individuals with backgrounds in alternative and non-traditional education. Excellent classroom management skills also are essential to this program.

Recruitment and Hiring Process

The current staff of the Portage Adult High School is comprised of highly qualified and experienced teachers. Neighbors’ Educational Opportunities, Inc. will post positions in-house prior to public posting of openings at the NNVHS. Additional recruiting will be conducted at educational fairs and by contacting various student - teacher supervisors at Valparaiso University, Indiana University, Ball State University, and Purdue University. NEO will also advertise potential openings on the Indiana Department of Education’s online “PEER” site.

All full-time teachers staff members will be employees of Neighbors Educational Opportunities, Inc. As such, they will be required to go through a hiring process that includes submission of the following documents either online or a hard copy:

- a completed NEO application
- a resume
- three letters of reference
- a professional portfolio
- a letter of teaching philosophy

A selection committee comprised of the school's principal and either two teachers or one teacher and a board member. This committee will review the submitted applications and agree on a minimum of three but up to five candidates to be interviewed. Prior to the interviews, the principal will run a limited background check on these candidates and also contact the references submitted by the candidates. The principal will determine whether or not all selected candidates should, in fact be interviewed. Once a determination is made, the candidates will be interviewed by that same committee using prepared interview questions that are designed to uncover the candidates pedagogical skills, educational philosophy, and other relevant qualities.

The committee will select two final candidates to return for a final interview with the principal, executive director, and teacher representative. Once a candidate is chosen, the executive director will offer the position to the candidate contingent upon the candidate submitting a successful expanded criminal background check .

The candidate will be requested to attend the next scheduled meeting of the Board of Directors.

Strategies for Retention of Highly Qualified Teachers

Once a successful candidate has been hired, the teacher will participate in the school's New Teacher Initiation Process that will be developed during the pre-planning months after this proposal is granted. Part of this process will be to assign a mentor to the new teacher who will assist the teacher in becoming familiar with the school, its faculty, policies and practices, and students. That mentor will play a critical role in supporting the new teacher during the first year of employment. The teacher mentor will serve as part of the "Critical Friends" cohort that the teachers will develop.

In addition to the relationship with the mentor, that with the principal will be a critical one in terms of teacher retention. The principal will offer the teachers essential support and feedback as part of the evaluation process.

b. If applicable, describe how staff will be involved in the governance and management of the charter school.

Administrators and teachers will be expected to work closely together. Faculty and staff will hold regular meetings to assess better ways of meeting student needs. Our philosophy of shared

responsibility and leadership among our faculty and staff will lead to a more unified approach to education. We believe a team-approach to education benefits both student and faculty. Additionally, because we perceive education as a holistic process in which students learn to relate their knowledge to all aspects of their lives, we wish to emphasize not only the acquisition of skills, but the integration of those skills into the students' lives by relating learning to their personal experiences. Teachers will strive to point out the real-life application of skills and materials to the students as they teach.

Attendance records would be entered into a database on a daily basis to ensure not only registration information but also to monitor student retention information. To eliminate the occurrence of low enrollment, the board would ensure that adequate marketing procedures were in place. Marketing procedures would target the entire Northwest Indiana area. The board would be responsible for meeting on a regular basis to look over attendance and retention data. Teachers would also be part of the monitoring of attendance and retention. Keeping accurate records and monitoring students who display a tendency toward erratic attendance would be placed on contract. Parent involvement would also play a huge roll in the monitoring process.

All full-time teachers staff members will be employees of Neighbors Educational Opportunities, Inc. Special services, including but not limited to special education, will be contracted through the Porter County Educational Interlocal or other area agencies. These services may include speech and hearing therapy, psychological testing, counseling and others, as required. Neighbors' New Vistas High School will employ one full-time special education teacher on site.

develop curriculum that is aligned with Indiana's Academic Standards and demonstrates relevancy to the students' lives. Teachers must be competent in designing and using a wide variety of assessment measures to inform instruction. These are detailed in the Sections E and I. NNVHS teachers must also have the capacity to relate and respond to a diverse student population, possess effective time and classroom management skills, as well as the ability to work collaboratively as a team of teacher leaders. Top priority for NNVHS will be to have a staff of excellent, reflective practitioners who have effective communication skills and are committed to high standards and expectations.

Teacher certification, licensure, and other requirements-

- a.** If applicable, describe how staff will be involved in the governance and management of the charter school.

Administrators and teachers will be expected to work closely together. Faculty and staff will hold regular meetings to assess better ways of meeting student needs. Our philosophy of shared responsibility and leadership among our faculty and staff will lead to a more unified approach to education. We believe a team-approach to education benefits both student and faculty. Additionally, because we perceive education as a holistic process in which students learn to relate their knowledge to all aspects of their lives, we wish to emphasize not only the acquisition of skills, but the integration of those skills into the students' lives by relating learning to their

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Finance and Facilities

24. School Financial Plan

Describe the school's financial plan and policies in compliance with requirements by the State Board of Accounts. State Board of Accounts Manual

- a. *Explain the process your school will use to develop its budget. Your response should address:*
- *who will be involved;*
 - *how needs will be identified and weighed;*
 - *timeline for creating and approving budgets;*
 - *procedures for monitoring and modifying budgets.*

The organizers, members of the school's administrative team and the NEO Board Chair have extensive prior experience with sound financial management practices that meet the standards and regulations of the State Board of Accounts. This is the basis for our confidence in the financial viability of Neighbors' New Vistas High School.

The president of Neighbors' Educational Opportunities, Inc. and the school's director, Rebecca Reiner, has successfully written and administered local, state, and federal grants, served as the treasurer for a million dollar a year non-for-profit, and assisted in the planning and management of the Portage Adult Education (PAE) Program for four years.

Paula Siminski, PAE's current assistant director, will be a part of the school's administrative team. She has 15 years of experience successfully managing PAE's finances and six years of experience in banking procedures. She is fully trained in the accounting software, Komputrol. For the past six years, she has written and managed all state and federal grants as well as the program's annual budget. She is fully aware of SBOA rules, regulations, and expectations, and will work with the school's director and treasurer/bookkeeper to ensure that NNVHS follows these.

All of the current four board members also have extensive experience and knowledge of fiscal management. Sharon Mortensen, the NEO board chair is a Certified Public Account and the owner of the Mortensen CPA Group. As Executive Director of PACT, she has administered several different grants totaling over \$ 5,000,000.00 each year. Linda Friedrich served as PAE's director for 15 years. She successfully forecasted revenues from local, state, and federal dollars, implemented and monitored a sound budget, and passed all State Board of Accounts (SBOA) audits.

Once word is received that the charter is approved, Neighbors' will recruit, interview and hire a school finance officer to take over the school financial policies, procedures and implementation. This new financial officer will work in conjunction with the office bookkeeper/treasurer to ensure all financial matters are in compliance with the State Board of Accounts.

The bookkeeper/treasurer will be fully bonded and will be trained for compliance with SBOA requirements. The school's assistant director and director will also be fully bonded; these three employees will be the only school employees eligible to take in cash or make deposits. The director will meet regularly with the treasurer/bookkeeper to assess budget predictions, cash flow, and all other accounting issues. The treasurer/bookkeeper and director will work closely with the school's financial officer. The financial officer will be responsible all necessary reporting to the Region 1 Adult Education Provider, CWI.

The Director will ultimately be in charge of coordinating the needs assessment. This assessment will be done by asking key personnel to identify needs specific to their department. Administrative staff, teachers, teaching assistants, IT specialists and custodians will all be asked to identify needs specific to their function. For example, administrative staff will assess office supply needs, teachers and assistants will identify instructional supply and equipment needs, IT people will inventory technology needs, and the custodian will identify any maintenance needs outside of the current rental agreement with Portage Township Schools. The director, assistant director and school board will analyze the needs assessment to determine what can fit into available funding. Providing for the students needs is the first priority.

Once the needs are prioritized, the administrators look at all revenue sources creating a master budget for the entire year. The master budget is comprised of all state, federal and local funding sources. Accounts are set up according to SBOA regulations. Limitations on appropriations come directly from the approved budget. The budget once formulated must be approved by the school board before it can be implemented. Once approved, accounts are set up according the financial outline set forth in the budget detail and budget grid. These documents become the basis for setting up the appropriations for each accounts.

Each month, as part of a reconciliation process, the treasurer will print reports from Komputrol to show fund balances, revenue reports, and expenditures to closely monitor the program's finances. Accurate accounting data is the only way to successfully drive the program in the right direction.

The best way to ensure the financial viability of the school is to monitor not only the financial data, but also the enrollment data on a regular basis. A data-driven program takes a proactive approach to school functions and addresses issues before they become a potential threat to the financial viability of the school. Each month the office manager would submit a copy of the bank reconciliation statements, as well as reports showing revenue and expenditures. Strict adherence to an established budget would govern any expenditure made. Expenditures not listed in the budget would not only be subject to board approval but also would hinge upon the approval of a budget modification submitted to the Department of Workforce Development. Submission of budget modifications must be done before April 15th and are subject to approval. The budget modifications must include budget detail pages, a budget grid, and a narrative explaining the need for the modification.

An article written by the Indiana Office of School Finances gave the following advice to those in charge of creating school budgets:

The days of preparing the budget in the central office and running it past the school board are gone. School districts that insist on preparing the budget in that fashion, publishing it in the newspaper, and then waiting for public approval may be doomed to disappointment. That process worked when enrollment and revenues were climbing steadily, most of the taxpayers had a direct stake in public education, and the authority of the educator was unquestioned.

“The situation is far different today; the budget making process must reflect change and include input from many stakeholders, including communication with other local units of Government as there is cap impacts that can affects all units of government. The following techniques work for many administrators.

- *START EARLY. Doing this job right takes time. The budget must be available early enough to allow the public time to digest it and make suggestions. The process never ends. As soon as one years budget is adopted, the district should start working on the next one.*
- *INVOLVE MORE PEOPLE. This is the reason for the longer budget season. Get the public and staff involved early in the preparation of the budget. Find ways to involve them formally in the process. Waiting until the budget is finished and then offering the staff and community a chance to give their suggestions will guarantee their apathy -- and maybe their rejection.*
- *TRANSLATE EVERYTHING INTO PLAIN ENGLISH. This includes revenue estimates, expenditures, cash situation, and educational programs. Gobbledygook has lost more supporters than it has every gained.*
- *TRANSLATE EXPENDITURES INTO PEOPLE TERMS. School budgets are more than 85% people. Who are they? What do they do? To say that a threatened cutback of X million dollars will "curtail educational services" means nothing to the average citizen. When you say it will mean one less teacher in each building, or 5 more kids in each class you'll hit home. Remember this is a budget guide, not a budget brief.*
- *DESCRIBE THE BUDGET SO THAT EVERYONE UNDERSTANDS. Many districts have a standing joke that the budget is so complicated that only two people know what it means and they don't dare travel on the same airplane.*
- *RELATE THE BUDGET TO THE INSTRUCTIONAL PROGRAM. If the school budget doesn't convey its purpose (i.e. to enable students to learn, to read, write, and compute and to prepare them for entering college or a job field), why should people approve it? Many budgets, covering several hundreds of thousands of dollars*
- *never once mention the word "students."*
- *USE ALL AVAILABLE MEANS TO SPREAD THE SCHOOL MESSAGE. Some people need more detailed information than others, but everybody needs to know something about the school district budget and how it will be used. Honest clear communication about the district's accomplishments and needs will pay off in increased public confidence and support.”*

The advice given in the article is good. Our board has elected to adopt a calendar year budget similar to other school corporations. Like those school corporations, the process begins a year in advance. There must be time for needs assessment, board approval, obtaining funding information. There is much groundwork that needs to be done so that the accounts can be set up and operational in January of the new calendar year.

The above report gives sound advice. The group of individuals involved in the fiscal management and plans for expansion possess a strong knowledge base and experience in this area. Therefore, fiscal responsibility, strong leadership, and community support are the key factors that will support the expansion of our program. The director has her sight set on the new higher education center being built in downtown Portage. We see this as an excellent place to locate a fast-track learning center. The center would support not only the completion of a secondary credential but also the possibility for dual enrollment and helping increase the number of students going on to post secondary education. There is no doubt that our numbers will increase once the Charter School is in place. There has always been a need for adult education services in our area. As the number of students increase, so will the amount of revenue from both registrations and ADM. Other possibilities for expansion are to devote more time to fundraising. Seeking contributions and corporate support for our Forging Future Funds at the Legacy Foundation in Lake County and at the Porter County Community Foundation in Porter County will be a top priority for our advisory board.

b. School's fiscal procedures including, but not limited to:

- *limits on appropriations*
- *budget reports*
- *expendable revenue policy around undistributed reserves*
- *policies around inter-fund transfers*
- *policies around emergency expenditures*

The school's budget governs the limits on appropriations. Appropriations made to specific accounts must be in alignment with the budget detail and budget grid. Although a budget in many instances is viewed as suggestions for how the money will be spent, it also serves as the structural guideline for setting up initial appropriations. Adding to and subtracting from these appropriations must be done according to procedures. As mentioned in the previous section, changes to any appropriation can only take place if a budget modification is submitted and approved.

The financial officer will adhere to the schedule detailing when all fiscal reports are to be submitted. Our state and federal grants from the Department of Workforce Development have assigned due dates. Failure to comply with the prescribed dates is a potential audit violation. Reports for the Charter School funding will be subject to the dates prescribed by the Department of Education.

During the pre-operational year the school administrators and school will finalize the policy surrounding undistributed reserves and inter-fund transfers. We are committed to being in compliance with all federal and state guidelines surrounding the funding that we will be entrusted with. Once our new fiscal officer has been hired, these plans will be finalized and implemented.

Plans for emergency expenditures are also in place. NEO's parent organization, Project Neighbors has offered their support. They are a fiscally sound organization and have offered to support up to a \$100,000.00 line of credit should it become necessary. NEO also has the support of the Porter County Commissioners who have access to the County Hospital sale proceeds. The commissioners have the power to use this money upon approval by the County Council.

The Board recognizes the many challenges facing schools in today's economy. The Board is committed to establishing and building a sound fiscal foundation for this school while this application is reviewed, revised, and, hopefully, authorized by Ball State University.

c. Describe the methods the school will use to complete the audit of their financial operations.

During this pre-planning year, the use of the financial management software program, QuickBooks, will generate reports showing a detailed account of all revenue, expenditures, cash receipts, balance of individual funds, and accounting procedures. Since our Assistant Director, Paula Siminski has had experience with treasurer responsibilities and SBOA procedures, all financial procedures are being conducted in such a manner that they will meet with the stringent audit procedures of the SBOA. QuickBooks has been set up to generate the types of reports that meet the mandates of the SBOA.

We are working with a representative from the SBOA to ensure that the accounting software and procedures in place will make us audit-ready when the time comes. The accounting procedures would be audited every 2 years by the SBOA.

25. Cash Flow Projections for Pre-Operational (Start-up) and First Year

Present pre-operational through first-year monthly cash-flow projections with clearly explained assumptions (Table 25, Budget Worksheets A-B). Provide supporting evidence in the form of a narrative that the proposed school would have sufficient start-up funds through first year available to it. Explain how the first year plan supports the school's mission and educational goals.

- a. Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing and facility;*

First and foremost, our budget priority is providing a quality program for our students. It is NEO's intention to continue as much of the program known as Portage Adult Education as possible during this pre-operational year. There is much local support for this endeavor. NEO Director, Rebecca Reiner has worked with all area stakeholders to bring this vision to fruition. NEO was the successful applicant for the Region 1 State and Federal Adult Education Grants. The total amount of the combined funding sources is \$ 351,000.00. Local income sources have proved to be substantial. The Porter County Commissioners have dedicated \$150,000.00 to adult education in Porter County. These funds are on account with the Center of Workforce Innovations (CWI). CWI has made a commitment to dedicate \$ 50,000.00 of these dollars to NEO to support the cost of the New Vistas High School. As part of the building agreement contract NEO signed with Portage Township Schools, NEO receives the building use fees from Ivy Tech for classroom used and the Valparaiso Area Apprenticeship Advisory Council. The school also receives fees for GED testing, ABE/ESL student registration as well as Adult Secondary Credit (ASC) high school fees. These funds along with the pre-planning grant for the charter school make up the revenue for the remainder of this fiscal year.

During the start-up year, the staff members involved are all former Portage Adult Education staff members. They have been placed in positions knowing that there will be a re-application process once the charter is granted. Prior to year one, the application process, interviews and hiring will take place for the start of the new school year. The budget includes plans for a high school principal to assume the responsibilities of the high school. The principal will be under the supervision of the program director. The program director is responsible for all components of the program. Freeing the director from the routine operation of the adult high school, allows the director to look directly at strategic planning, implementation of strategic plans, community involvement and all aspects that a school superintendent would perform.

Upgrading technology is a key factor in the start up year. Portage Adult Education (PAE) operated for 12 years with no budget increases. Although part of Portage Twp. Schools, PAE was fiscally responsible for purchasing computers, technology upgrades, and software upgrades. An IT firm, Lanair, has been hired to pick up the pieces left behind when Portage Township

Schools removed the server and network previously in place. IT support has created a server and domain for the school. All operating systems for computers are now the same. All workstations are using the same version of Microsoft Office. Neighbors' is committed to keeping technology as up to date as possible. Computer skills are a vital part of skills necessary in today's competitive job market.

b. Present realistic, evidence-based revenue and expenditure assumptions, including any plan to incur and repay debt;

The NEO executive director has prepared a detailed and realistic 5-year budget. This budget is based on known costs as the school has an established record of expenditures. The budget allows for a consistent balance of at least \$100,000 each year to allow for unexpected expenses, growth, and for the delay in the reimbursement cycle. NEO has budgeted for 100 students for the first year. Realistically, the school will remain viable with an enrollment of 75 students. The school has the benefit of sharing administrative and facility costs with NEO's ABE program. The budget also reflects the repayment of the line of credit it received in September of the preoperational year, prior to being awarded the charter to run this school and any repayment of funds issued from the Common School Loan in Year One.

c. Present viable strategies for meeting potential budget and cash flow challenges, for the first year of operation.

The Financial and Assurances officer will monitor monthly expenditures and revenue and run monthly reports. These must be aligned with the prepared budget for that year. Any modification that needs to be made will be approved by the executive director and approved by the board of directors. NNVHS will wait on making any major purchases until enrollment is secure and the cash-on-hand allows for such purchases. NEO plans to have a balance of approximately \$119,000 from the Pre-Operational year to carry over into the first operational year. This, and the proposed \$350,000 loan from the Common School Loan will ensure adequate cash flow during the first operational year. The five-year budgets reflect the repayment schedule of this loan.

Attach Budget Worksheets A-B - as a PDF (Portable Document Format - Adobe® named, **Attachment 25 - Budget Worksheets A-B**

26. Projected Five Year Budget Plans

Present five year cash-flow projections with clearly explained assumptions (Table 26, Budget Worksheet C). Provide supporting evidence in the form of a narrative that the proposed school five-year budget plans are fiscally sound and that the proposed school would have a well thought out timetable of anticipated revenue (detail the sources) and expenditures on a month-by-month basis to support the school's mission and educational goals.

b. Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing and facility.

The school's mission is clearly to provide a quality program that will prepare students for the future. The budget clearly supports this mission by providing for quality teachers, strong administrative leadership, sound financial management and instructional materials and technology that support student and staff needs.

Our Five-Year budget plans emphasize providing quality teaching, guidance services, transitioning students to post-secondary, technology skills, and all things that are student related.

The word frugal applies to our budgeting approach. The five-year budget plans are characterized by a no-frills approach. The projections show a surplus of funds to carry over to the next year. Starting with a carry-over of funds is part of our sound fiscal approach to managing our organization.

Our anticipated revenue sources are, and have had clearly designated dates for submission of the necessary funding paperwork and approval. The paperwork must be submitted in early May. Approval of proposals comes in early June, giving ample time for the fiscal team to set up the funds for the new school year budget. As always, planning for the budget begins one year prior to the start of the school year and needs assessment and decisions for that budget are analyzed and determined on an ongoing basis throughout the year.

Other sources of revenue include building use fees from other agencies that use our classrooms when our high school is not in session. One of the agencies is the Valparaiso Area Apprenticeship Advisory Council (VAAAC) that has used the facility for more than 20 years. It is their intention to remain in this building and to pay an increase in building use fees if necessary. Student registration fees are always a consistent source of revenue and will increase as student numbers increase. GED testing has always generated revenue. The testing site holds 24 scheduled tests per month. On average of 25 students can be tested per session making it possible to generate 42,000.00 in revenue. This dollar amount does not include special accommodation testing or testing at addendum sites.

On a month by month basis, our projected budgets demonstrate that we have adequate funding to cover all necessary expenses.

- c. Present realistic, evidence-based revenue and expenditure assumptions, including any plan to incur and repay debt.

During our start up year, one of the requirements to be considered the successful bidder for the state and federal adult education dollars for Portage from Region 1 funding was that we show that we have start up money. Project Neighbors (PN), the parent of NEO stepped up to guarantee a \$ 82,000.00 line of credit with options to increase if necessary. Even before this line of credit was secured, PN loaned NEO some start of funds. These funds were to cover beginning payroll and will be paid back as soon as the reimbursement process has begun. All expenses to date are aligned with the budget for the state and federal funds. Any revenue received from GED testing and building use fees will show on the books as surplus revenue once the reimbursement process gets underway.

Our five-year budget plans all indicate remaining cash balances to be carried forth from year to year. They are sizeable amounts giving the school ample room for unexpected expenditures.

- d. Present viable strategies for meeting potential budget and cash flow challenges, for the five years of operation.

Each year there is a carry over of remaining funds. As mentioned above, our yearly budgets reflect a frugal approach to providing quality programming. The biggest challenge faced is increase in staff salaries and increases in things such as healthcare, and contracted services.

The director and business manager will play close attention to reports generated from financial software showing profit and loss, budget analysis by category, comparisons of revenue received and expenditures made by department. Also, keeping an eye on class enrollment size to ensure that classes are operating at a capacity size to keep the cost of teacher instruction per student as low as possible without compromising the integrity of the program.

The line of credit established will also support any cash flow challenges. The line of credit will only be used in case of need. It is only there as a support, not a spending option.

27. Fund-raising Contributions

Present evidence of anticipated fundraising contributions, or in-kind contributions if claimed in the application.

As mentioned earlier in this proposal, NEO has received significant community support for its endeavor to continue the services provided by Portage Adult Education for the past 49 years. NEO has applied for and received its Certificate of Assumed Business Name certificate from the Indiana Secretary of State which allows NEO to receive various donations previously designated to the Portage Adult Education program.

On September 13, 2011, the Porter County United Way Board of Directors accepted NEO as a United Way Organization, transferring PAE's membership to NEO. This is significant because each year PAE traditionally receives between \$10,000 to \$15,000 each year from United Way grants and designated individual contributions. This status will ensure the possibility of this funding source continuing. Since this is an unknown factor for now, this revenue has not been included in the budget.

For the past five years, beginning in 2008, the Porter County Commissioners have pledged financial support for the Portage Adult Education program. This year they donated, through the Center of Workforce Innovations, \$50,000 to the start-up of this school.

In 2008, PAE received authorization to "sell" NAP (Neighborhood Assistance Credits). In one year, the program generated over \$18,000. NEO plans to reapply for this program as soon as the application process opens for 2012.

In-kind contributions to NEO, especially for this start-up year have generated over \$105,000 in in-kind dollars. These are documented on the following page.

Neighbors' Educational Opportunities, Inc. Maintenance of Effort Account

Administrative Time : Rebecca Reiner, Paula Siminski, Leticia Munguia	400 hours	Value \$12,500
Preparation and Negotiation of Leases, NEO's 501 c 3 ap., Art. of Inc., Bylaws) NEO Preliminary Chart Proposal, NEO CWI Proposal, Accounting and Budgeting, Quickbooks, Marketing, PR, Staffing, Scheduling, Reports, InTERS data recording system, Final Charter Application, charter school tech. meetings, MOUs with superintendent for ASC credits, ASC scheduling, transiton of records to PTS...		
Teacher Time	60 Hours	\$2,400 Value in Dollars
Call students, prepare and distribute fliers, research, edit, write,		
Legal Counsel: Ivan Bodensteiner and Paul Kohlhoff	60 Hours	\$9,000 Value in Dollars
PTS Leases, Secondary Credit MOUs PTS Board Meeting, NEO 501 (c)(3) application, NEO Bylaws, Articals of Incorporation		
Facility: Portage Township School Corp.		\$ 20,000 Value in Dollars
Pest control, property insurance, custodial summer hours, waste removal, maintenance on building		
Equipment and Supplies: PTS, CWI- Adult Education, others		\$ 56,000 Value in Dollars
Computers, Server, Instructional materials, supplies, furniture, etc.		
Volunteer Labor: PACT, United Way – Day of Caring:		\$ \$1,000 Value in DOLLars
Board of Directors		\$ \$5,000 Value in Dollars
Research, BSU Technical Assistance, Writing secions of proposals, PTS & NEO Board meetings, accounting work, etc.		
TOTAL Value of In-Kind “Local Maintenance of Effort”		\$ 105,900

x

28. Insurance

Describe the insurance coverage to be carried by the charter school, including the name of the insured and amounts of insurance for liability, property loss, and student personal injury. Detail how the insurance expenses are included in the school's budgeted expenses.

Neighbors' Educational Opportunities, Inc. has purchased a complete insurance package from:

Anton Insurance
2600 Roosevelt Road, Suite 2007
Valparaiso, IN 46383
(219)465-6530

Anton is an underwriter for Trident Insurance Services that offers coverage through the Argonaut Group of Companies. Argonaut Insurance Company has a AM Best Rating of A.

NEO's coverage includes the following coverage:

General Liability
Commercial Automobile Liability
Commercial Property (for up to \$255,115.00)
Commercial Crime
Commercial Excess Liability
Employment Practices Liability
Workers Compensation

The cost of this package is itemized under D. Insurance on Budget Form A, B, C.

29. Facilities Plan

Describe the facilities needs and cost:

a. Detail facilities costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements.

The site that NEO plans to use for the proposed charter school is a large, 3 story brick building that was originally an elementary school. Although it solid condition with a new boiler and furnance system, the windows are, for the most part, single pane. This allows for heat loss in the winter and rising tempetures in the summer. This factor adds to the cost of heating and cooling significantly. However, as the building is also used by the Portage Food Pantry, the lease agreement both entities have signed with PTS assigns 80% of the electricity cost to the food pantry due to the large number of refridgerators and freezers they use. The cost of utilities to NEO for the high school will actually be fairly low, especially since these costs will be shared with the ABE program.

The projected total annual facilities costs that NEO will be responsible for amount to \$31,801. This cost will be shared by the NNVHS and the ABE program. Decisions about how to spit these items will be made by the executive director based on availability of funds from each grant. The costs are itemized below:

- Electricity - \$7,200
- Gas & Oil - \$7,200
- Phone & Internet Access \$7,800
- Lease - \$1
- Other Utilities - \$6,000
- Projected additional facilities expenses, repairs \$3,600

NEO has the option to renew the lease with PTS over the next three years. There is a strong possibility that the NEO Board will vote to enter discussion with PTS about purchasing the building after a facility needs assessment and facility evaluation is conducted.

On NEO's "wish list" are plans to make the building more energy efficient. These palns include replacing the windows, installing energy saving lighbulbs and window treatments, solar roof panels, green roof, and even, in our wildest dreams, going geothermal with the building. The NEO director has put out "feelers" and has sparked some interest with the Valparaiso University School of Engineering, Symbiotic Engineering out of Denver, Colorado, Larson/Daniels Builders, and Design Organization and Design Construction in Valparaiso. These are projects that could be quite exciting and beneficial – they will be explored over the next year or two. There are state, Federal, and private grants that support these types of endeavors. These projects are also wonderful opportunities for community, student, and parent involvement.

NEO will assure that all issues that pertain to the facility to be cleared through Portage Township Schools and conforms to applicable health, safety, and occupancy requirements
And pass all requirements of the fire marshall. NEO's director will also make sure that the facility meets all requirements specified by the Americans with Disabilities Act.

b. Provide evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population.

Neighbors' New Vistas High School will be housed in the current Portage Adult Education Center at 5391 Central Avenue in Portage, Indiana. NEO has negotiated a favorable one-year lease for this building with the option to renew from the Portage Township School's (PTS) Trustees, 5240 U.S. Highway 6, Portage, Indiana.. This site will make an ideal location for a the proposed high school for a number of reasons. First, it has ample classrooms and offices that allow for multiple uses and expansion. It has 18 classrooms, 5 offices, 6 bathrooms, a gym, a kitchen, and ample storage. Second, it is situated strategically between the Porter and Lake County boundary, making it easily accessible for residents of both counties. Finally, it is already well-equipped as a school and will need minimum equipment and furnishings to outfit it.

c. Provide an explanation that demonstrates the plan for acquisition of a facility is financially viable.

As mentioned in part a. above, NEO has arranged for a favorable lease with PTS for \$1 a year with the utilities shared by the Portage Food Pantry and NEO's other program, the ABE program at the Portage Adult Learning Center. NEO also receives \$ 22,600 in addition rent from two of our sub'leasees, the Valparaiso Area Apprenticeship Advisory Council and Ivy Tech Community College. With the building being in good shape, repair costs are projected to be minimal.

d.Detail and attach specific aspects of the facility using Form 29d

Space	Year One		Year Two		Year Three	
	Number	Average Size (in feet)	Number	Average Size (in feet)	Number	Average Size (in feet)
Classrooms	7	25 x 30	9	25 x 30	10	25 x 30
Offices	3	20 x 25	3	20 x 25	4	20 x 25
Meeting/ Counseling	1	20 x 25	1	20 x 25	1	20 x 25
*Gym/Physical Fitness	1	50 x 100	1	50 x 100	1	50 x 100
Kitchen - "Campus Café"	1	15 x 15	1	15 x 15	1	15 x 15
*Dining	1	25 x 30	1	25 x 30	1	25 x 30
*Performance / Auditorium					1	25 x 30
Library			1	25 x 30	1	25 x 30
Media						
Hallways	4	15 x 90	4	15 x 90	5	15 x 90
Locker Spaces	NA		NA		NA	
Restrooms	5	20 x 15	5	20 x 15	6	20 x 15
Total Square Footage	20,125square feet		22,375 square feet		26,775 square feet	
	Year One		Year Two		Year Three	

	Year One	Year Two	Year Three
Total Estimate Square Foot Requirements	20,125	22,375	26,775
Percent of budget dedicated to facility rental, mortgage, & construction /r enovation	4.5%	3.7%	2%
Number of dollars per child dedicated to facility rental, mortgage, & construction / renovation	\$318	\$295	\$130*
Anticipated annual utility budget	\$25,200	\$28,500	\$14,850*

Neighbors' New Vistas High School plans to use one classroom as the student "cafeteria" at lunch, for any student performances, the library, and the media center for the first year

e. If a facility has not been identified, explain your plans for securing a suitable facility and preparing it for use by the time you intend to open the school, including any contingency planning.

The facility HAS been identified and secured. The steps that need to be taken to get the building ready to open in the Fall of 2012 are minimal as it is already functioning as a school. They include, but are not limited to the following:

- Conduct a facility Review and Assessment
- Assess Fire, Safety, Health, and ADA Compliance issues

- Complete technology updates
- Have design group (BSU?) submit plans for charter school design updates
- Do thorough and final assessment of classroom and extra student space needs

f. If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility. Indicate specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Facilities-related budget assumptions.

The lease details between NEO and Portage Township Schools and between NEO and its two sub-leasees, are included in Appendix B.

Attach Facility Form 29d as a PDF (Portable Document Form) named, **Attachment 29d – Facility Form**

30. Accountability Plan Aligned

Develop a reasonable, thorough, and conceptually sound design for measuring and reporting the performance and progress of the charter school that is aligned with the State's 10 principles from the "Indiana Department of Education Consolidated State Application Accountability Workbook for Public Law 107-110" that:

a. Includes all students and all subgroups.

- 9th Grade: 0-10 Credits
 - Students who score below grade level on entrance examination
 - Students who need remedial help in Math and English
 - Limited English Proficient students
- 10th Grade: 11-20 Credits
 - Students who have not passed the English ECA
 - Students who have not passed the Math ECA
 - Students who have not passed either ECA
 - Limited English Proficient students
- 11th Grade: 21-30 Credits
 - Students who have not passed the English ECA
 - Students who have not passed the Math ECA
 - Students who have not passed either ECA
 - Limited English Proficient students
- 12th Grade: 31-40 Credits
 - Students who have not passed the English ECA
 - Students who have not passed the Math ECA
 - Students who have not passed either ECA
 - Limited English Proficient students

Part of the enrollment process is that students will be assessed by the Test of Adult Basic Education (TABE). The test measures a student's ability in Math, Reading and Language Arts. A grade level is assigned to indicate a student's ability level. The test indicates what a student has or has not mastered in each particular subset of the individual tests. A student profile is completed and given to the teachers. Students are then placed in math and English classes according to their ability. A student may be classified by grade level according to credits, but in the content areas of Math and English they are grouped by ability.

b.Expects all students and subgroups to reach proficiency in accordance with State System of Accountability (Absolute, Comparative, Growth).

- **Absolute:** Each year, 75 percent of all students tested with TABE will raise at least one educational functioning level in Math and English after course completion.
- **Comparative:** Each year, student outcomes listed in Attachment 6b will show a 2% increase over the past year. This will bring the percentages closer to the state average.
- **Growth:** Each year, each grade-level cohort of students show improvement on their ECA Scores in Math and English.

c.Uses the Federal targets for achievement and aligns method of AYP determination with the State System of Accountability.

We monitor the Indicators that contribute to successfully achieving AYP.

Neighbors New Vista High School

Indicator	School Results					State Results
	2012-13	2013-14	2014-15	2015-16	2016-17	
Student Enrollment	100	150	175	200	225	-
# of students grades 10-12 in need of passing the ECA in both subjects	35	40	50	60	65	n/a
# of students grades 10-12 in need of passing the ECA in English Only	15	10	12	15	15	n/a
# of students grades 10-12 in need of passing the ECA in Math Only	30	25	20	25	30	n/a
% of Students passing ECA in both Math and English	45	48	50	52	54	55
% of Students passing ECA in English	55	57	59	61	63	64
% of Students passing ECA in Math	50	55	58	60	63	66
# of Students promoted to next grade (based on # of credits earned)	60	65	70	75	80	
% Of 12 th Graders taking SAT	10	12	14	16	20	
SAT Average Scores	900	912	920	925	930	999
Percent of Graduates Pursuing College	10	20	25	30	35	77
% Of Students entering the Military or Technical Training	15	20	25	30	35	
Graduation Rate	60	65	70	75	80	84.1
Attendance Rate	95	95	95	95	95	95.8

d.High school must include graduation rate as indicator.

NNVHS has picked up where Portage Adult High School (PAHS) ended. We inherit a student body made of at-risk students. Students exit their home high schools for a variety of reasons which include, truancy, expulsion, personal reasons, court mandated, or they are behind in credits and cannot graduate on time. The majority of new students enrolling at NNVHS has not

passed one or both portions of the GQE, or has not passed the ECA's in English and/or math. As PAHS our graduation rate was low. We have indicated in Attachment 6b that our graduation rate over the next five years will move from a projected 60% the first year to a percent much closer to the state average. In year 5 we project the graduation rate to be 80% which is just under the current state average graduation rate.

e.Elementary and middle schools must include an additional indicator that is valid and reliable.

Not Applicable

f.Rate of participation and attendance will be at least 95% (school and all subgroups).

It is our goal to maintain a high level of attendance to ensure that students achieve their learning goals. For many of our students, this will be difficult. A significant number are enrolled with NNVHS because of truancy issues at their former schools. Our attendance policy is clearly defined and students must maintain good attendance to avoid being withdrawn from school.

- 9th Grade: 95%
- 10th Grade: 95%
- 11th Grade: 95%
- 12th Grade: 95%

g. Additional Targets:

- Student recurrent enrollment

Students with enrollment issues will need to sign a contract. Failure to meet the terms of the contract will result in student being dismissed from the school. They will be monitored by the administration on a regular basis.

- Post-secondary and career readiness and success (for high schools)

We work closely with both the Department of Workforce Development and utilize their Career Path Counselors, as well as other career development resources they offer. Students are co-enrolled in school and Work One. We offer a Career Readiness Course as an elective. We also plan on hiring a computer lab monitor and offer Computer Literacy and Microsoft Office courses to help students acquire technology skills necessary in the job market.

Preparing students for Post-secondary education is also a primary goal. We work closely with a program called Success Through Education. The program coordinator offers free workshops to help students familiarize themselves with college related processes. We provide on-site help sessions for students who need help filling out the FAFSA and becoming familiar with the financial aid process.

31. Accountability to Sponsor

a. Demonstrate financial viability by including how annual audits and timely reports will be accomplished.

NEO is confident in the financial viability of the Neighbors' New Vistas High School. The projected budgets for the first five years are realistic expectations of expenditures and revenue. If anything, revenue has been underestimated; it is highly probable that NNVHS will exceed projected enrollment rates. Also, the revenue that the organization has accounted for does not include any additional grants that NEO plans to write and submit for facility –energy updates, the childcare program, and additional professional development opportunities. The viability is evidenced by the projected cash balances at the end of each year:

Pre-Operational Year: \$119,000
Year One of Operation: \$346,000
Year Two of Operation: \$103,000
Year Three of Operation: \$110,000
Year Four of Operation: \$129,000
Year Five of Operation: \$347,000

At the end of the Pre-Operational year, NEO will hire an independent auditor to audit its books and the accounts it has set up to effectively separate and manage the books for the Neighbors' New Vistas High School from the other programs that NEO operates. Prior to this audit, upon being granted the charter to operate this school, NEO will hire an accountant that has strong experience with school finance regulations and policies by April 2012. Between then and now, NEO's Finance and Assurances Officer will confer with Ball State University and the Indiana Department of Education to ensure that NEO is aligning its financial management practices and policies with those required by the State Board of Accounts. Monthly reports will be run on QuickBooks, including Profit and Loss, Cash Flow, Monthly Budget Reports, and revenue and expenditures by "class."

NEO will also demonstrate its accountability to Ball State University by filing accurate and timely reports as dictated by the approved charter contract. NEO's administrative staff is QUITE familiar with the importance of maintaining accurate and organized data and records to file reports that are accurate and timely. For 49 years, Portage Adult Education has received outstanding grades for its management of state and federal funding from the Indiana Department of Education and NEO expects to continue operating with the same outstanding record.

b. Demonstrate organizational viability by planning for regularly scheduled board meetings and adherence to board policy.

The NEO board of Directors will meet on a monthly basis. The board has designated the first Wednesday of every month at 3:00 PM as the scheduled meeting time. At each meeting, a financial report will be presented to the board by the executive director. Prior to the meeting, the director will review this report with the board treasurer and/or chair to identify any issues of concern.

The scheduled meetings for the rest of the year will be on October 5, November 2, and December 7. In January, the full board should be in place, the decision on this charter proposal will have been made. At the January meeting, a new slate of officials will be nominated and elected and the schedule of monthly meetings will be determined.

32. Accountability to Constituents

a. Describe the system for gathering data from constituents regarding their concerns and suggestions and responding effectively.

The NEO executive director, the NNVHS principal, and the Adult and Continuing Education Coordinator will maintain an active presence in the community and on committees. They will work collaboratively with WorkOne, United Way, Ivy Tech, businesses, schools, and other stakeholders to stay current on regional needs, trends, and resources. Over the past few years, Portage Adult Education has participated in regional needs assessments such as the Comprehensive Community Needs Assessment conducted by the Porter County United Way in 2009. NEO will continue to have a visible and active presence in the community.

ENGLISH

A+ English Lab
English 9
English 10
English 11
English 12
Grammar
Advanced Composition
American Literature
Biographies
Composition
Creative Writing
Developmental Reading
Dramatic Literature
Expository Writing
Student Publications
English Literature
Novels
Poetry
Short Stories
Themes in Literature

MATH

A+ Mathematics Lab
Pre-Algebra
Algebra I a
Algebra I b
Geometry a
Geometry b
Algebra II a
Algebra II b
Pre-Calculus
Probability and Statistics

PHYSICAL EDUCATION

Physical Education

SCIENCE

Earth & Space Science a
Earth & Space Science b
Life Science
Physical Science
Biology I a
Biology I b
Chemistry a
Chemistry b
Anatomy & Physiology a
Anatomy & Physiology b

SOCIAL STUDIES

Psychology
Citizenship & Civics
Current Prob., Issues & Events
US History I a
US History I b
Economics
Sociology
US Government
World Geography

ADDITIONAL ELECTIVES

Community Service
Career Exploration Internship
Career Information & Exploration
Basic Skills Development
Preparing for College and Careers
Humanities
Personal Finance

Our A+ program includes
many additional course offerings

HEALTH

Health & Wellness

Report Expiration
March 16, 2012

Background Report

Albert R Trost

- Name
Albert R Trost
- Age
71
- Date of Birth
N/A
- Phone Number
219-462-1859
- Additional Phone Numbers
812-462-1859
- Most Recent Address
1704 Chicago St, Valparaiso, IN 46383-5123
- Criminal Records
0 records found
- Aliases/Name Variations
N/A

4 addresses were found

- ***1704 Chicago St***
Valparaiso, IN 46383-5123

219-462-1859
Added 4/1993
(Updated 9/2011)
- ***Valparaiso University***
Valparaiso, IN 46383

Added 7/1993
(Updated 7/1993)

Social Network Profiles

No social network profiles were found.

Work Information

1 potential work information result was found

- Name:
Albert Trost
- Job Title:
Professor, Political Science, Dean, College Of Arts And Sciences
- Company Name:
Valparaiso University
- Address
1610 Campus Dr
Valparaiso, IN 46383-4511
USA
- Phone:
219-464-5314
- Email Addresses
a****@valpo.edu[Send A Message](#)

Possible Relatives

3 possible relatives were found.

Ann F Trost	67	1704 Chicago St Valparaiso, IN 46383-5123	View Details
Theodore A Trost	42	11487 Tree Hollow Ln San Diego, CA 92128-5287	View Details
Thomas A Trost	41	30017 Robert St Wickliffe, OH 44092-1715	View Details
Name	Age	Address	Background Search

Neighbors

7 neighbors were found.

Name	Age	Address	Background Search
Joi White		1703 Chicago St Valparaiso, IN 46383-5122	View Details
Walter E Keller	82	1705 Chicago St Valparaiso, IN 46383-5122	View Details
Gloria E Keller		1705 Chicago St Valparaiso, IN 46383-5122	View Details

Carl Singer	1702 Chicago St Valparaiso, IN 46383-5123	View Details
Cara Singer	1702 Chicago St Valparaiso, IN 46383-5123	View Details
Cody E Singer	1702 Chicago St Valparaiso, IN 46383-5123	View Details
Caitlyn Ludington 20	1702 Chicago St Valparaiso, IN 46383-5123	View Details

Criminal Records

No criminal records were found.

A comprehensive search of over 200 state and county criminal databases was run and 0 criminal records were found associated with Albert R Trost.

- States Searched
50
- Databases Searched
231
- Criminal Records Found
None

Looking for a criminal record that's not listed here?



Many records are only available through an on-site courthouse search.

[Click here to submit a request to our network of court runners](#)

Want to be alerted when new criminal records appear?



We'll send you a confidential email if new criminal records appear in Albert R Trost's background report.

[Click here to add alerts for Albert R Trost](#)

Coverage Areas & Record Types

Criminal records in PeopleSmart are originally compiled from thousands of data sources across the country. Below is a detailed list of our coverage areas and record types.

- State:Alabama
- Counties:Baldwin County, Calhoun County, Houston County, Jefferson County, Mobile County, Shelby County, Tuscaloosa County
- Database Types:County Arrest Logs (7)
- Years:2006 - Present Day
- National Sex Offender Registry:Available
- State:Alaska
- Counties:All Counties
- Database Types:Statewide Felony and Misdemeanor Convictions (All)
- Years:1978 - Present Day
- National Sex Offender Registry:Available
- State:Arizona
- Counties:All Counties
- Database Types:Statewide Traffic and Felony Convictions, County Arrest Logs (1), Court Records: County Index (2), Court Records: County Felony and Misdemeanor Records (1)
- Years:1982 - Present Day
- National Sex Offender Registry:Available
- State:Arkansas
- Counties:All Counties
- Database Types:Statewide Felony and Misdemeanor Convictions (All), County Arrest Logs (1)
- Years:1984 - Present Day
- State:California
- Counties:Contra Costa County, Fresno County, Fresno County, Kings County, Los Angeles County, Los Angeles County, Marin County, Marin County, Mendocino County, Orange County, Orange County, Placer County, Riverside County, Riverside County, Sacramento County, San Bernardino County, San Bernardino County, San Diego County, San Diego County, San Joaquin County, Santa Barbara County, Santa Clara County, Santa Cruz County, Santa Monica, Solano County, Stanislaus County, Tehama County, Ventura County
- Database Types:Court Records: Traffic and Superior Court Records (1), County Arrest Logs (12), Court Records: County Index (2), Court Records: County Felony Records (1), Court Records: County Index - Historical (1), Court Records: County Index - Felony and Misdemeanor Records (1), Court Records: Criminal Court Records (2), Court Records: County Felony and Misdemeanor Records - Historical (1), Court Records: County Index, Felony, Misdemeanor and Traffic Records (4), Court Records: Criminal Court Records - Historical (2), City Arrest Logs (1)
- Years:1972 - Present Day
- National Sex Offender Registry:Available
- State:Colorado
- Counties:Denver County, Pitkin County, Weld County
- Database Types:Court Records: Criminal Court Records - Historical (1), County Arrest Logs (2)
- Years:1996 - Present Day

- National Sex Offender Registry:Available
- State:Connecticut
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor, and Traffic Violations (All)
- Years:1986 - Present Day
- National Sex Offender Registry:Available
- State:Delaware
- National Sex Offender Registry:Available
- State:Florida
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor, and Traffic Convictions - Historical (All), Court Records: Felony, Misdemeanor and Traffic Records (11), County Arrest Logs (10), Court Records: Felony, Misdemeanor and Traffic Violations. - Historical (3), Court Records: Felony, Misdemeanor and Ordinance Violations (1), Court Records: County Traffic Records (1), Court Records: County Felony, Misdemeanor, Traffic Records and Municipal Ordinance Violations - Historical (1), Court Records: Felony and Misdemeanor Records (1), Court Records: County Felony Records (2)
- Years:1979 - Present Day
- National Sex Offender Registry:Available
- State:Georgia
- Counties:All Counties
- Database Types:Statewide Felony and Misdemeanor Convictions - Historical (All), County Arrest Logs (5), Court Records: Felony, Misdemeanor and Traffic Records (1)
- Years:1952 - Present Day
- National Sex Offender Registry:Available
- State:Hawaii
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)
- Years:1990 - Present Day
- National Sex Offender Registry:Available
- State:Idaho
- Counties:Ada County, Canyon County
- Database Types:County arrest logs (2)
- Years:2000 - Present Day
- National Sex Offender Registry:Available
- State:Illinois
- Counties:Cook County, Cook County, Peoria County, Will County
- Database Types:County Arrest Logs (3), Court Records: Felony, Misdemeanor and Traffic Records (1)
- Years:1993 - Present Day
- National Sex Offender Registry:Available
- State:Indiana

- National Sex Offender Registry:Available
- State:Iowa
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)
- Years:1998 - Present Day
- National Sex Offender Registry:Available
- State:Kansas
- National Sex Offender Registry:Available
- State:Kentucky
- National Sex Offender Registry:Available
- State:Louisiana
- Counties:Lafayette Parish, St. Tammany County
- Database Types:County Arrest Logs (1), Court Records: Felony and Misdemeanor Records (1)
- Years:1987 - Present Day
- National Sex Offender Registry:Available
- State:Maine
- National Sex Offender Registry:Available
- State:Maryland
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor and Traffic Records (All)
- Years:1997 - Present Day
- National Sex Offender Registry:Available
- State:Massachusetts
- National Sex Offender Registry:Available
- State:Michigan
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (2), Court Records: Felony and Misdemeanor Convictions (1)
- Years:1986 - Present Day
- National Sex Offender Registry:Available
- State:Minnesota
- Counties:All Counties
- Database Types:Statewide Felony and Misdemeanor Convictions - Historical (All)
- Years:1987 ? 2007
- National Sex Offender Registry:Available
- State:Missouri
- Counties:St. Francois County
- Database Types:County arrest logs (1)
- Years:2006 - Present Day

- National Sex Offender Registry:Available
- State:Mississippi
- Counties:Harrison County, Hinds County
- Database Types:Court Records: Felony, Misdemeanor and Traffic Violations (2)
- Years:1996 - Present Day
- National Sex Offender Registry:Available
- State:Montana
- Counties:Yellowstone County
- Database Types:County Arrest Logs (1)
- Years:2004 - Present Day
- National Sex Offender Registry:Available
- State:Nebraska
- National Sex Offender Registry:Available
- State:Nevada
- National Sex Offender Registry:Available
- State:New Hampshire
- National Sex Offender Registry:Available
- State:New Jersey
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor and Criminal Traffic Convictions (All)
- Years:1984 - Present Day
- National Sex Offender Registry:Available
- State:New Mexico
- Counties:Bernalillo County
- Database Types:County Arrest Logs (1)
- Years:2003 - Present Day
- National Sex Offender Registry:Available
- State:New York
- National Sex Offender Registry:Available
- State:North Carolina
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (3)
- Years:1983 - Present Day
- National Sex Offender Registry:Available
- State:North Dakota
- National Sex Offender Registry:Available
- State:Ohio

- Counties: Adams County, Allen County, Athens County, Auglaize County, Brown County, Butler County, Champaign County, Clermont County, Clinton County, Columbiana County, Cuyahoga County, Delaware County, Fairfield County, Fayette County, Franklin County, Fulton County, Greene County, Hamilton County, Hancock County, Hardin County, Highland County, Lake County, Lawrence County, Licking County, Mahoning County, Medina County, Monroe County, Montgomery County, Noble County, Pickaway County, Portage County, Putnam County, Richland County, Ross County, Sandusky County, Summit County, Trumbull County, Tuscarawas County, Warren County, Wayne County
- Database Types: Court Records: County Felony and Misdemeanor Records - Historical (2), Court Records: County Felony and Misdemeanor Records (17), Court Records: Felony Records (2), Court Records: County Felony, Misdemeanor and Traffic Records (2), Court Records: County Felony, Misdemeanor and Municipal Violation Records (1), Court Records: County Felony, Misdemeanor and Traffic Records - Historical (2), Court Records: County Misdemeanor and Traffic Records (1), County Arrest Logs (2), Court Records: Criminal Court Records - Historical (2), Court Records: County Felony Records - Historical (1), Court Records: Criminal Court Records (3), Court Records: Common Pleas and Municipal Court Records - Felony and Misdemeanor Records (1), Court Records: Felony and Misdemeanor Conviction Records (1), Court Records: Municipal and Common Pleas Court Records - Felony and Misdemeanor Records (1), Court Records: County Felony Records (1), Court Records: County Court Records (1)
- Years: 1977 - Present Day
- National Sex Offender Registry: Available

- State: Oklahoma
- Counties: All Counties
- Database Types: Court Records: Criminal Court Records (3), Statewide Felony, Misdemeanor and Traffic Convictions and Non-Convictions (1), County Arrest Logs (1), Court Records: Felony and Misdemeanor Records (9), Court Records: Felony Records (1)
- Years: 1990 - Present Day
- National Sex Offender Registry: Available

- State: Oregon
- Counties: All Counties
- Database Types: Statewide Felony, Misdemeanor and Traffic - Historical (All), County Arrest Logs (9)
- Years: 1993 - Present Day
- National Sex Offender Registry: Available

- State: Pennsylvania
- Counties: All Counties
- Database Types: Statewide Felony, Misdemeanor and Traffic Records (All)
- Years: 2001 - Present Day
- National Sex Offender Registry: Available

- State: Rhode Island
- Counties: All Counties
- Database Types: Statewide Criminal Court and Traffic Court Records - Historical (All)
- Years: 1977 ? 2005
- National Sex Offender Registry: Available

- State:South Carolina
 - Counties:Greenville County, York County
 - Database Types:Court Records: County Felony, Misdemeanor and Traffic Violation Records (2)
 - Years:1990 - Present Day
 - National Sex Offender Registry:Available
-
- State:South Dakota
 - National Sex Offender Registry:Available
-
- State:Tennessee
 - Counties:All Counties
 - Database Types:Statewide Felony Convictions - Historical - Plus: Tennessee Methamphetamine Offender Registry - Statewide Database of Persons Convicted of Manufacture of Methamphetamine Since 5/1/2003 (All), Court Records: County Felony, Misdemeanor and Traffic Records (1), Court Records: County Felony and Misdemeanor Records (1), County Arrest Logs (1)
 - Years:1986 - Present Day
 - National Sex Offender Registry:Available
-
- State:Texas
 - Counties:All Counties
 - Database Types:Criminal Court Convictions For The State of Texas (All), County Arrest Logs (8), Court Records: County Misdemeanor and Traffic Violations (1), Court Records: County Felony and Misdemeanor Records - Historical (4), Court Records: County Felony and Misdemeanor Records (6), Court Records: County Felony, Misdemeanor and Traffic Records - Historical (5), Court Records: County Felony, Misdemeanor, Traffic Misdemeanor and Traffic Appeal Records (1), Court Records: County Felony, Misdemeanor and Traffic Records (4), Court Records: County Misdemeanor and Traffic Records (1)
 - Years:1974 - Present Day
 - National Sex Offender Registry:Available
-
- State:Utah
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Convictions (All)
 - Years:1993 - Present Day
 - National Sex Offender Registry:Available
-
- State:Virginia
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor, and Infractions - Historical (All)
 - Years:1993
 - National Sex Offender Registry:Available
-
- State:Washington
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor or Traffic Violations (All), County Arrest Logs (5)
 - Years:1982 - Present Day
 - National Sex Offender Registry:Available
-
- State:West Virginia

- National Sex Offender Registry: Available
- State: Wisconsin
- Counties: All Counties
- Database Types: Statewide Felonies and Misdemeanors (All)
- Years: 1992 - Present Day
- National Sex Offender Registry: Available
- State: Wyoming
- National Sex Offender Registry: Available

Motor Accidents

No accidents were found.

Employment History

No employment history was found.

Business Ownership

No owned businesses found.

Property Ownership

1 property was found.

- Address:
1704 Chicago St
Valparaiso, IN 46383-5123
- Owner(s):
Albert R Trost JR
[Run Background Search](#)
- Property Use:
Single Family Residential
- Assessed Value:
\$106,300
- Build Date:
1960
- Land (sq ft.):
8040 SF
- Owner Occupied:
Yes
- Assessment Date:
2009

Bankruptcies

No bankruptcies were found.

Judgments + Liens

No judgments or liens were found

Professional Licenses

No professional licenses were found

Registered Aircrafts

No aircrafts were found

Registered Watercrafts

No watercrafts were found

FAA Certification

No FAA certifications were found.

UCC Filings

No UCC filings were found

Report Expiration
March 16, 2012

Background Report

Linda J Friedrich

- Name
Linda J Friedrich
- Age
64
- Date of Birth
9/9/1947
- Phone Number
219-365-1070
- Additional Phone Number
- Most Recent Address
9187 E Springhill Dr, Saint John, IN 46373-9618
- Criminal Records
[Click here to run on-site court house search](#)0 records found
- Aliases/Name Variations
Linda J Obrien

5 addresses were found

- ***9187 E Springhill Dr***
Saint John, IN 46373-9618

219-365-1070
Added 3/2000
(Updated 2008)
- ***915 Elder Rd***
Homewood, IL 60430-2534

Added 12/1992
(Updated 10/1995)
- ***1727 N Mansard Blvd***
Apt 2C
Griffith, IN 46319-1445

Added 1/1993
(Updated 11/1994)

- *1707 N Arbogast St*
Apt
Griffith, IN 46319-1374

Added 11/1974
(Updated 11/1974)

Social Network Profiles

No social network profiles were found.

Work Information

5 potential work information results were found

- Name:
Linda Friedrich
 - Job Title:
Director, Research And Evaluation
 - Company Name:
National Writing Project
 - Email Addresses
l****@nwp.org[Send A Message](#)
-
- Name:
Linda Friedrich
 - Job Title:
Marketing
 - Company Name:
Massachusetts Mutual Life Insurance Company
 - Phone:
413-744-4908
 - Email Addresses
l****@massmutual.com[Send A Message](#)
-
- Name:
Linda Friedrich
 - Job Title:
Sales And Leasing Specialist
 - Company Name:
Coggin Honda
 - Phone:

772-409-1667

- Email Addresses

l****@cogginauto.com[Send A Message](#)

- Name:

Linda Friedrich

- Company Name:

Bloom High School

- Email Addresses

l****@sd206.org[Send A Message](#)

- Name:

Lynn Friedrich

- Company Name:

Brazosport Independent School District

- Email Addresses

l****@brazosportisd.net[Send A Message](#)

Possible Relatives

3 possible relatives were found.

Robert J Friedrich JR	68	9187 E Springhill Dr Saint John, IN 46373-9618	View Details
Ethel L Obrien	80	9187 E Springhill Dr Saint John, IN 46373-9618	View Details
Margaret B Friedrich	90	915 Elder Rd Apt 2S Homewood, IL 60430-2590	View Details
Name	Age	Address	Background Search

Neighbors

14 neighbors were found.

Name	Age	Address	Background Search
Ellen T Erickson	82	9184 E Springhill Dr Saint John, IN 46373-9618	View Details
Jules D Erickson	89	9184 E Springhill Dr Saint John, IN 46373-9618	View Details

Barbara A Villers	75	9196 E Springhill Dr Saint John, IN 46373-9618	View Details
Michelle L Blummer	39	9196 E Springhill Dr Saint John, IN 46373-9618	View Details
Stanis Kalembe		9175 E Springhill Dr Saint John, IN 46373-9618	View Details
Michelle L Sawyer	37	9175 E Springhill Dr Saint John, IN 46373-9618	View Details
Bernice M Hartinger	95	916 Elder Rd Apt Homewood, IL 60430-2528	View Details
Bertha Johnson		916 Elder Rd Apt Homewood, IL 60430-2528	View Details
Bernard Saltzman	87	916 Elder Rd Apt Homewood, IL 60430-2528	View Details
Laverne E Lincoln	97	911 Elder Rd Apt 1N Homewood, IL 60430-2591	View Details
Christina M Cotton	29	911 Elder Rd Apt 1S Homewood, IL 60430-2591	View Details
Jalal Patrick		1727 N Mansard Blvd Apt 1I Griffith, IN 46319-1446	View Details
Voncile V Sims		1727 N Mansard Blvd Apt 2I Griffith, IN 46319-1446	View Details
Theresa Simpson		1727 N Mansard Blvd Apt 2J Griffith, IN 46319-1446	View Details

Criminal Records

No criminal records were found.

A comprehensive search of over 200 state and county criminal databases was run and 0 criminal records were found associated with Linda J Friedrich.

- States Searched
50
- Databases Searched
231
- Criminal Records Found
None

Looking for a criminal record that's not listed here?



Many records are only available through an on-site courthouse search.

[Click here to submit a request to our network of court runners](#)

Want to be alerted when new criminal records appear?



We'll send you a confidential email if new criminal records appear in [Linda J Friedrich's background report](#).

[Click here to add alerts for Linda J Friedrich](#)

Coverage Areas & Record Types

Criminal records in PeopleSmart are originally compiled from thousands of data sources across the country. Below is a detailed list of our coverage areas and record types. If you'd like to run a search within a state or county that is not fully covered by our online database, please file a request with our [Court Runner Network](#).

- State:Alabama
- Counties:Baldwin County, Calhoun County, Houston County, Jefferson County, Mobile County, Shelby County, Tuscaloosa County
- Database Types:County Arrest Logs (7)
- Years:2006 - Present Day
- National Sex Offender Registry:Available
- State:Alaska
- Counties:All Counties
- Database Types:Statewide Felony and Misdemeanor Convictions (All)
- Years:1978 - Present Day
- National Sex Offender Registry:Available
- State:Arizona
- Counties:All Counties
- Database Types:Statewide Traffic and Felony Convictions, County Arrest Logs (1), Court Records: County Index (2), Court Records: County Felony and Misdemeanor Records (1)
- Years:1982 - Present Day
- National Sex Offender Registry:Available

- State:Arkansas
 - Counties:All Counties
 - Database Types:Statewide Felony and Misdemeanor Convictions (All), County Arrest Logs (1)
 - Years:1984 - Present Day
-
- State:California
 - Counties:Contra Costa County, Fresno County, Fresno County, Kings County, Los Angeles County, Los Angeles County, Marin County, Marin County, Mendocino County, Orange County, Orange County, Placer County, Riverside County, Riverside County, Sacramento County, San Bernardino County, San Bernardino County, San Diego County, San Diego County, San Joaquin County, Santa Barbara County, Santa Clara County, Santa Cruz County, Santa Monica, Solano County, Stanislaus County, Tehama County, Ventura County
 - Database Types:Court Records: Traffic and Superior Court Records (1), County Arrest Logs (12), Court Records: County Index (2), Court Records: County Felony Records (1), Court Records: County Index - Historical (1), Court Records: County Index - Felony and Misdemeanor Records (1), Court Records: Criminal Court Records (2), Court Records: County Felony and Misdemeanor Records - Historical (1), Court Records: County Index, Felony, Misdemeanor and Traffic Records (4), Court Records: Criminal Court Records - Historical (2), City Arrest Logs (1)
 - Years:1972 - Present Day
 - National Sex Offender Registry:Available
-
- State:Colorado
 - Counties:Denver County, Pitkin County, Weld County
 - Database Types:Court Records: Criminal Court Records - Historical (1), County Arrest Logs (2)
 - Years:1996 - Present Day
 - National Sex Offender Registry:Available
-
- State:Connecticut
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor, and Traffic Violations (All)
 - Years:1986 - Present Day
 - National Sex Offender Registry:Available
-
- State:Delaware
 - National Sex Offender Registry:Available
-
- State:Florida
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor, and Traffic Convictions - Historical (All), Court Records: Felony, Misdemeanor and Traffic Records (11), County Arrest Logs (10), Court Records: Felony, Misdemeanor and Traffic Violations. - Historical (3), Court Records: Felony, Misdemeanor and Ordinance Violations (1), Court Records: County Traffic Records (1), Court Records: County Felony, Misdemeanor, Traffic Records and Municipal Ordinance Violations - Historical (1), Court Records: Felony and Misdemeanor Records (1), Court Records: County Felony Records (2)
 - Years:1979 - Present Day
 - National Sex Offender Registry:Available
-
- State:Georgia
 - Counties:All Counties

- Database Types:Statewide Felony and Misdemeanor Convictions - Historical (All), County Arrest Logs (5), Court Records: Felony, Misdemeanor and Traffic Records (1)
 - Years:1952 - Present Day
 - National Sex Offender Registry:Available
-
- State:Hawaii
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)
 - Years:1990 - Present Day
 - National Sex Offender Registry:Available
-
- State:Idaho
 - Counties:Ada County, Canyon County
 - Database Types:County arrest logs (2)
 - Years:2000 - Present Day
 - National Sex Offender Registry:Available
-
- State:Illinois
 - Counties:Cook County, Cook County, Peoria County, Will County
 - Database Types:County Arrest Logs (3), Court Records: Felony, Misdemeanor and Traffic Records (1)
 - Years:1993 - Present Day
 - National Sex Offender Registry:Available
-
- State:Indiana
 - National Sex Offender Registry:Available
-
- State:Iowa
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)
 - Years:1998 - Present Day
 - National Sex Offender Registry:Available
-
- State:Kansas
 - National Sex Offender Registry:Available
-
- State:Kentucky
 - National Sex Offender Registry:Available
-
- State:Louisiana
 - Counties:Lafayette Parish, St. Tammany County
 - Database Types:County Arrest Logs (1), Court Records: Felony and Misdemeanor Records (1)
 - Years:1987 - Present Day
 - National Sex Offender Registry:Available
-
- State:Maine
 - National Sex Offender Registry:Available
-
- State:Maryland

- Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Records (All)
 - Years:1997 - Present Day
 - National Sex Offender Registry:Available
-
- State:Massachusetts
 - National Sex Offender Registry:Available
-
- State:Michigan
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (2), Court Records: Felony and Misdemeanor Convictions (1)
 - Years:1986 - Present Day
 - National Sex Offender Registry:Available
-
- State:Minnesota
 - Counties:All Counties
 - Database Types:Statewide Felony and Misdemeanor Convictions - Historical (All)
 - Years:1987 ? 2007
 - National Sex Offender Registry:Available
-
- State:Missouri
 - Counties:St. Francois County
 - Database Types:County arrest logs (1)
 - Years:2006 - Present Day
 - National Sex Offender Registry:Available
-
- State:Mississippi
 - Counties:Harrison County, Hinds County
 - Database Types:Court Records: Felony, Misdemeanor and Traffic Violations (2)
 - Years:1996 - Present Day
 - National Sex Offender Registry:Available
-
- State:Montana
 - Counties:Yellowstone County
 - Database Types:County Arrest Logs (1)
 - Years:2004 - Present Day
 - National Sex Offender Registry:Available
-
- State:Nebraska
 - National Sex Offender Registry:Available
-
- State:Nevada
 - National Sex Offender Registry:Available
-
- State:New Hampshire
 - National Sex Offender Registry:Available
-
- State:New Jersey

- Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Criminal Traffic Convictions (All)
 - Years:1984 - Present Day
 - National Sex Offender Registry:Available
-
- State:New Mexico
 - Counties:Bernalillo County
 - Database Types:County Arrest Logs (1)
 - Years:2003 - Present Day
 - National Sex Offender Registry:Available
-
- State:New York
 - National Sex Offender Registry:Available
-
- State:North Carolina
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (3)
 - Years:1983 - Present Day
 - National Sex Offender Registry:Available
-
- State:North Dakota
 - National Sex Offender Registry:Available
-
- State:Ohio
 - Counties:Adams County, Allen County, Athens County, Auglaize County, Brown County, Butler County, Champaign County, Clermont County, Clinton County, Columbiana County, Cuyahoga County, Delaware County, Fairfield County, Fayette County, Franklin County, Fulton County, Greene County, Hamilton County, Hancock County, Hardin County, Highland County, Lake County, Lawrence County, Licking County, Mahoning County, Medina County, Monroe County, Montgomery County, Noble County, Pickaway County, Portage County, Putnam County, Richland County, Ross County, Sandusky County, Summit County, Trumbull County, Tuscarawas County, Warren County, Wayne County
 - Database Types:Court Records: County Felony and Misdemeanor Records - Historical (2), Court Records: County Felony and Misdemeanor Records (17), Court Records: Felony Records (2), Court Records: County Felony, Misdemeanor and Traffic Records (2), Court Records: County Felony, Misdemeanor and Municipal Violation Records (1), Court Records: County Felony, Misdemeanor and Traffic Records - Historical (2), Court Records: County Misdemeanor and Traffic Records (1), County Arrest Logs (2), Court Records: Criminal Court Records - Historical (2), Court Records: County Felony Records - Historical (1), Court Records: Criminal Court Records (3), Court Records: Common Pleas and Municipal Court Records - Felony and Misdemeanor Records (1), Court Records: Felony and Misdemeanor Conviction Records (1), Court Records: Municipal and Common Pleas Court Records - Felony and Misdemeanor Records (1), Court Records: County Felony Records (1), Court Records: County Court Records (1)
 - Years:1977 - Present Day
 - National Sex Offender Registry:Available
-
- State:Oklahoma
 - Counties:All Counties

- Database Types: Court Records: Criminal Court Records (3), Statewide Felony, Misdemeanor and Traffic Convictions and Non-Convictions (1), County Arrest Logs (1), Court Records: Felony and Misdemeanor Records (9), Court Records: Felony Records (1)
 - Years: 1990 - Present Day
 - National Sex Offender Registry: Available
-
- State: Oregon
 - Counties: All Counties
 - Database Types: Statewide Felony, Misdemeanor and Traffic - Historical (All), County Arrest Logs (9)
 - Years: 1993 - Present Day
 - National Sex Offender Registry: Available
-
- State: Pennsylvania
 - Counties: All Counties
 - Database Types: Statewide Felony, Misdemeanor and Traffic Records (All)
 - Years: 2001 - Present Day
 - National Sex Offender Registry: Available
-
- State: Rhode Island
 - Counties: All Counties
 - Database Types: Statewide Criminal Court and Traffic Court Records - Historical (All)
 - Years: 1977 ? 2005
 - National Sex Offender Registry: Available
-
- State: South Carolina
 - Counties: Greenville County, York County
 - Database Types: Court Records: County Felony, Misdemeanor and Traffic Violation Records (2)
 - Years: 1990 - Present Day
 - National Sex Offender Registry: Available
-
- State: South Dakota
 - National Sex Offender Registry: Available
-
- State: Tennessee
 - Counties: All Counties
 - Database Types: Statewide Felony Convictions - Historical - Plus: Tennessee Methamphetamine Offender Registry - Statewide Database of Persons Convicted of Manufacture of Methamphetamine Since 5/1/2003 (All), Court Records: County Felony, Misdemeanor and Traffic Records (1), Court Records: County Felony and Misdemeanor Records (1), County Arrest Logs (1)
 - Years: 1986 - Present Day
 - National Sex Offender Registry: Available
-
- State: Texas
 - Counties: All Counties
 - Database Types: Criminal Court Convictions For The State of Texas (All), County Arrest Logs (8), Court Records: County Misdemeanor and Traffic Violations (1), Court Records: County Felony and Misdemeanor Records - Historical (4), Court Records: County Felony and Misdemeanor Records (6),

Court Records: County Felony, Misdemeanor and Traffic Records - Historical (5), Court Records: County Felony, Misdemeanor, Traffic Misdemeanor and Traffic Appeal Records (1), Court Records: County Felony, Misdemeanor and Traffic Records (4), Court Records: County Misdemeanor and Traffic Records (1)

- Years:1974 - Present Day
- National Sex Offender Registry:Available
- State:Utah
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor and Traffic Convictions (All)
- Years:1993 - Present Day
- National Sex Offender Registry:Available
- State:Virginia
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor, and Infractions - Historical (All)
- Years:1993
- National Sex Offender Registry:Available
- State:Washington
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor or Traffic Violations (All), County Arrest Logs (5)
- Years:1982 - Present Day
- National Sex Offender Registry:Available
- State:West Virginia
- National Sex Offender Registry:Available
- State:Wisconsin
- Counties:All Counties
- Database Types:Statewide Felonies and Misdemeanors (All)
- Years:1992 - Present Day
- National Sex Offender Registry:Available
- State:Wyoming
- National Sex Offender Registry:Available

Motor Accidents

No accidents were found.

Employment History

No employment history was found.

Business Ownership

No owned businesses found.

Property Ownership

2 properties were found.

- Address:
9187 E Springhill Dr
Saint John, IN 46373-9618
- Owner(s):
Robert J Friedrich JR
[Run Background Search](#)
- Property Use:
Single Family Residential
- Assessed Value:
\$201,500
- Build Date: _____
1960
- Land (sq ft.):
16117 SF
- Owner Occupied:
Yes
- Assessment Date:
2009

- Address:
9187 E Springhill Dr
Saint John, IN 46373-9618
- Owner(s):
Linda J Friedrich
[Run Background Search](#)
Robert J Friedrich
[Run Background Search](#)
- Property Use:
Single Family Residential
- Assessed Value:
\$176,100
- Build Date:
- Land (sq ft.):
- Owner Occupied:
Yes
- Assessment Date:
2007

Bankruptcies

No bankruptcies were found.

Judgments + Liens

No judgments or liens were found

Professional Licenses

No professional licenses were found

Registered Aircrafts

No aircrafts were found

Registered Watercrafts

No watercrafts were found

FAA Certification

No FAA certifications were found.

UCC Filings

No UCC filings were found

Report Expiration
March 16, 2012

Background Report

Rebecca A Reiner

- Name
Rebecca A Reiner
- Age
55
- Date of Birth
9/19/1955
- Phone Number
219-462-4822
- Additional Phone Number
- Most Recent Address
408 Lafayette St, Valparaiso, IN 46383-4720
- Criminal Records
[Click here to run on-site court house search](#)0 records found
- Aliases/Name Variations
Rebecca R Good, Rebecca Reine, R R Good

12 addresses were found

- ***408 Lafayette St***
Valparaiso, IN 46383-4720

219-462-4822
Added 9/2005
(Updated 8/2010)
- ***21 Cottontail Ln***
Lamoine, ME 04605-4469

207-664-0344
Added 5/2005
(Updated 2009)
- ***Shore Rd***
Lamoine, ME 04605

Added 7/2000
(Updated 6/2006)

•

855 Cedar Ln
Valparaiso, IN 46383-4380

219-464-2399
Added 10/2005
(Updated 10/2005)

•

1083 Shore Rd
Lamoine, ME 04605-4457

207-667-3258
Added 11/1999
(Updated 11/1999)

•

Rr 2
Box 111A
Ellsworth, ME 04605

Added 7/1993
(Updated 8/1998)

•

Rr 2
Box 64
Ellsworth, ME 04605

Added 10/1985
(Updated 10/1985)

•

Rr 4
Box 293
Ellsworth, ME 04605-9804

Added 7/1982
(Updated 7/1982)

•

2 Rfd 2
Box 111A
Ellsworth, ME 04605

207-667-3258
Added 7/1982
(Updated 7/1982)

•

111a Rr 2
Ellsworth, ME 04605

Social Network Profiles

No social network profiles were found.

Work Information

1 potential work information result was found

- Name:
Rebecca Reiner
- Job Title:
~~Donations Coordinator~~
- Company Name:
Homeless Prenatal Program
- Email Addresses
r****@homelessprenatal.org[Send A Message](#)

Possible Relatives

6 possible relatives were found.

Mark J Good	58	Hc 33 Box 50 Bernard, ME 04612-9708	View Details
Rachel C Good	29	625 N Holland St Portland, OR 97217-1565	View Details
Walter Martin Reiner	82	408 Lafayette St Valparaiso, IN 46383-4720	View Details
Lois E Reiner	82	408 Lafayette St Valparaiso, IN 46383-4720	View Details
Mark Bertram Reiner	46	6948 Howell St Arvada, CO 80004-1098	View Details
Linda Ross Reiner	46	6948 Howell St Arvada, CO 80004-1098	View Details
Name	Age	Address	Background Search

Neighbors

13 neighbors were found.

Name	Age	Address	Background Search
April C Beres	38	407 Lafayette St Valparaiso, IN 46383-4719	View Details
Billeie S Fugate	61	407 1/2 Lafayette St Valparaiso, IN 46383-4719	View Details
Julie B Douglas	43	406 Lafayette St Valparaiso, IN 46383-4720	View Details
George J Douglas	43	406 Lafayette St Valparaiso, IN 46383-4720	View Details
Ralph E Willis		11 Shore Rd Ellsworth, ME 04605-1879	View Details
Roy N Sprague JR	52	11 Shore Rd Ellsworth, ME 04605-1879	View Details
Linda A Beauvais		1086 Shore Rd Lamoine, ME 04605-4482	View Details
Martin L Beauvais	49	1086 Shore Rd Lamoine, ME 04605-4482	View Details
Vincent Popora		1086 Shore Rd Lamoine, ME 04605-4482	View Details
Darrell E Beauvais		1086 Shore Rd Lamoine, ME 04605-4482	View Details
Jane D McMullen	59	1078 Shore Rd Lamoine, ME 04605-4482	View Details
Beth A McMullen		1078 Shore Rd Lamoine, ME 04605-4482	View Details
Warren K Whitaker	82	Rr 2 Box 114 Ellsworth, ME 04605	View Details

Criminal Records

No criminal records were found.

A comprehensive search of over 200 state and county criminal databases was run and 0 criminal records were found associated with Rebecca A Reiner.

- States Searched
50
- Databases Searched
231
- Criminal Records Found
None

Looking for a criminal record that's not listed here?



Many records are only available through an on-site courthouse search.

[Click here to submit a request to our network of court runners](#)

Want to be alerted when new criminal records appear?



We'll send you a confidential email if new criminal records appear in Rebecca A Reiner's background report.

[Click here to add alerts for Rebecca A Reiner](#)

Coverage Areas & Record Types

Criminal records in PeopleSmart are originally compiled from thousands of data sources across the country. Below is a detailed list of our coverage areas and record types. If you'd like to run a search within a state or county that is not fully covered by our online database, please file a request with our [Court Runner Network](#).

- State:Alabama
- Counties:Baldwin County, Calhoun County, Houston County, Jefferson County, Mobile County, Shelby County, Tuscaloosa County
- Database Types:County Arrest Logs (7)
- Years:2006 - Present Day
- National Sex Offender Registry:Available

- State:Alaska
- Counties:All Counties
- Database Types:Statewide Felony and Misdemeanor Convictions (All)
- Years:1978 - Present Day
- National Sex Offender Registry:Available

- State:Arizona
- Counties:All Counties
- Database Types:Statewide Traffic and Felony Convictions, County Arrest Logs (1), Court Records: County Index (2), Court Records: County Felony and Misdemeanor Records (1)
- Years:1982 - Present Day
- National Sex Offender Registry:Available

- State:Arkansas
- Counties:All Counties

- Database Types:Statewide Felony and Misdemeanor Convictions (All), County Arrest Logs (1)
 - Years:1984 - Present Day
-
- State:California
 - Counties:Contra Costa County, Fresno County, Fresno County, Kings County, Los Angeles County, Los Angeles County, Marin County, Marin County, Mendocino County, Orange County, Orange County, Placer County, Riverside County, Riverside County, Sacramento County, San Bernardino County, San Bernardino County, San Diego County, San Diego County, San Joaquin County, Santa Barbara County, Santa Clara County, Santa Cruz County, Santa Monica, Solano County, Stanislaus County, Tehama County, Ventura County
 - Database Types:Court Records: Traffic and Superior Court Records (1), County Arrest Logs (12), Court Records: County Index (2), Court Records: County Felony Records (1), Court Records: County Index - Historical (1), Court Records: County Index - Felony and Misdemeanor Records (1), Court Records: Criminal Court Records (2), Court Records: County Felony and Misdemeanor Records - Historical (1), Court Records: County Index, Felony, Misdemeanor and Traffic Records (4), Court Records: Criminal Court Records - Historical (2), City Arrest Logs (1)
 - Years:1972 - Present Day
 - National Sex Offender Registry:Available
-
- State:Colorado
 - Counties:Denver County, Pitkin County, Weld County
 - Database Types:Court Records: Criminal Court Records - Historical (1), County Arrest Logs (2)
 - Years:1996 - Present Day
 - National Sex Offender Registry:Available
-
- State:Connecticut
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor, and Traffic Violations (All)
 - Years:1986 - Present Day
 - National Sex Offender Registry:Available
-
- State:Delaware
 - National Sex Offender Registry:Available
-
- State:Florida
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor, and Traffic Convictions - Historical (All), Court Records: Felony, Misdemeanor and Traffic Records (11), County Arrest Logs (10), Court Records: Felony, Misdemeanor and Traffic Violations. - Historical (3), Court Records: Felony, Misdemeanor and Ordinance Violations (1), Court Records: County Traffic Records (1), Court Records: County Felony, Misdemeanor, Traffic Records and Municipal Ordinance Violations - Historical (1), Court Records: Felony and Misdemeanor Records (1), Court Records: County Felony Records (2)
 - Years:1979 - Present Day
 - National Sex Offender Registry:Available
-
- State:Georgia
 - Counties:All Counties
 - Database Types:Statewide Felony and Misdemeanor Convictions - Historical (All), County Arrest Logs (5), Court Records: Felony, Misdemeanor and Traffic Records (1)

- Years:1952 - Present Day
 - National Sex Offender Registry:Available
-
- State:Hawaii
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)
 - Years:1990 - Present Day
 - National Sex Offender Registry:Available
-
- State:Idaho
 - Counties:Ada County, Canyon County
 - Database Types:County arrest logs (2)
 - Years:2000 - Present Day
 - National Sex Offender Registry:Available
-
- State:Illinois
 - Counties:Cook County, Cook County, Peoria County, Will County
 - Database Types:County Arrest Logs (3), Court Records: Felony, Misdemeanor and Traffic Records (1)
 - Years:1993 - Present Day
 - National Sex Offender Registry:Available
-
- State:Indiana
 - National Sex Offender Registry:Available
-
- State:Iowa
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)
 - Years:1998 - Present Day
 - National Sex Offender Registry:Available
-
- State:Kansas
 - National Sex Offender Registry:Available
-
- State:Kentucky
 - National Sex Offender Registry:Available
-
- State:Louisiana
 - Counties:Lafayette Parish, St. Tammany County
 - Database Types:County Arrest Logs (1), Court Records: Felony and Misdemeanor Records (1)
 - Years:1987 - Present Day
 - National Sex Offender Registry:Available
-
- State:Maine
 - National Sex Offender Registry:Available
-
- State:Maryland
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Records (All)

- Years:1997 - Present Day
 - National Sex Offender Registry:Available
-
- State:Massachusetts
 - National Sex Offender Registry:Available
-
- State:Michigan
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (2), Court Records: Felony and Misdemeanor Convictions (1)
 - Years:1986 - Present Day
 - National Sex Offender Registry:Available
-
- State:Minnesota
 - Counties:All Counties
 - Database Types:Statewide Felony and Misdemeanor Convictions - Historical (All)
 - Years:1987 ? 2007
 - National Sex Offender Registry:Available
-
- State:Missouri
 - Counties:St. Francois County
 - Database Types:County arrest logs (1)
 - Years:2006 - Present Day
 - National Sex Offender Registry:Available
-
- State:Mississippi
 - Counties:Harrison County, Hinds County
 - Database Types:Court Records: Felony, Misdemeanor and Traffic Violations (2)
 - Years:1996 - Present Day
 - National Sex Offender Registry:Available
-
- State:Montana
 - Counties:Yellowstone County
 - Database Types:County Arrest Logs (1)
 - Years:2004 - Present Day
 - National Sex Offender Registry:Available
-
- State:Nebraska
 - National Sex Offender Registry:Available
-
- State:Nevada
 - National Sex Offender Registry:Available
-
- State:New Hampshire
 - National Sex Offender Registry:Available
-
- State:New Jersey
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Criminal Traffic Convictions (All)

- Years:1984 - Present Day
 - National Sex Offender Registry:Available
-
- State:New Mexico
 - Counties:Bernalillo County
 - Database Types:County Arrest Logs (1)
 - Years:2003 - Present Day
 - National Sex Offender Registry:Available
-
- State:New York
 - National Sex Offender Registry:Available
-
- State:North Carolina
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (3)
 - Years:1983 - Present Day
 - National Sex Offender Registry:Available
-
- State:North Dakota
 - National Sex Offender Registry:Available
-
- State:Ohio
 - Counties:Adams County, Allen County, Athens County, Auglaize County, Brown County, Butler County, Champaign County, Clermont County, Clinton County, Columbiana County, Cuyahoga County, Delaware County, Fairfield County, Fayette County, Franklin County, Fulton County, Greene County, Hamilton County, Hancock County, Hardin County, Highland County, Lake County, Lawrence County, Licking County, Mahoning County, Medina County, Monroe County, Montgomery County, Noble County, Pickaway County, Portage County, Putnam County, Richland County, Ross County, Sandusky County, Summit County, Trumbull County, Tuscarawas County, Warren County, Wayne County
 - Database Types:County Records: County Felony and Misdemeanor Records - Historical (2), Court Records: County Felony and Misdemeanor Records (17), Court Records: Felony Records (2), Court Records: County Felony, Misdemeanor and Traffic Records (2), Court Records: County Felony, Misdemeanor and Municipal Violation Records (1), Court Records: County Felony, Misdemeanor and Traffic Records - Historical (2), Court Records: County Misdemeanor and Traffic Records (1), County Arrest Logs (2), Court Records: Criminal Court Records - Historical (2), Court Records: County Felony Records - Historical (1), Court Records: Criminal Court Records (3), Court Records: Common Pleas and Municipal Court Records - Felony and Misdemeanor Records (1), Court Records: Felony and Misdemeanor Conviction Records (1), Court Records: Municipal and Common Pleas Court Records - Felony and Misdemeanor Records (1), Court Records: County Felony Records (1), Court Records: County Court Records (1)
 - Years:1977 - Present Day
 - National Sex Offender Registry:Available
-
- State:Oklahoma
 - Counties:All Counties
 - Database Types:County Records: Criminal Court Records (3), Statewide Felony, Misdemeanor and Traffic Convictions and Non-Convictions (1), County Arrest Logs (1), Court Records: Felony and Misdemeanor Records (9), Court Records: Felony Records (1)

- Years:1990 - Present Day
 - National Sex Offender Registry:Available
-
- State:Oregon
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic - Historical (All), County Arrest Logs (9)
 - Years:1993 - Present Day
 - National Sex Offender Registry:Available
-
- State:Pennsylvania
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Records (All)
 - Years:2001 - Present Day
 - National Sex Offender Registry:Available
-
- State:Rhode Island
 - Counties:All Counties
 - Database Types:Statewide Criminal Court and Traffic Court Records - Historical (All)
 - Years:1977 ? 2005
 - National Sex Offender Registry:Available
-
- State:South Carolina
 - Counties:Greenville County, York County
 - Database Types:Court Records: County Felony, Misdemeanor and Traffic Violation Records (2)
 - Years:1990 - Present Day
 - National Sex Offender Registry:Available
-
- State:South Dakota
 - National Sex Offender Registry:Available
-
- State:Tennessee
 - Counties:All Counties
 - Database Types:Statewide Felony Convictions - Historical - Plus: Tennessee Methamphetamine Offender Registry - Statewide Database of Persons Convicted of Manufacture of Methamphetamine Since 5/1/2003 (All), Court Records: County Felony, Misdemeanor and Traffic Records (1), Court Records: County Felony and Misdemeanor Records (1), County Arrest Logs (1)
 - Years:1986 - Present Day
 - National Sex Offender Registry:Available
-
- State:Texas
 - Counties:All Counties
 - Database Types:Criminal Court Convictions For The State of Texas (All), County Arrest Logs (8), Court Records: County Misdemeanor and Traffic Violations (1), Court Records: County Felony and Misdemeanor Records - Historical (4), Court Records: County Felony and Misdemeanor Records (6), Court Records: County Felony, Misdemeanor and Traffic Records - Historical (5), Court Records: County Felony, Misdemeanor, Traffic Misdemeanor and Traffic Appeal Records (1), Court Records: County Felony, Misdemeanor and Traffic Records (4), Court Records: County Misdemeanor and Traffic Records (1)

- Years:1974 - Present Day
 - National Sex Offender Registry:Available
-
- State:Utah
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Convictions (All)
 - Years:1993 - Present Day
 - National Sex Offender Registry:Available
-
- State:Virginia
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor, and Infractions - Historical (All)
 - Years:1993
 - National Sex Offender Registry:Available
-
- State:Washington
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor or Traffic Violations (All), County Arrest Logs (5)
 - Years:1982 - Present Day
 - National Sex Offender Registry:Available
-
- State:West Virginia
 - National Sex Offender Registry:Available
-
- State:Wisconsin
 - Counties:All Counties
 - Database Types:Statewide Felonies and Misdemeanors (All)
 - Years:1992 - Present Day
 - National Sex Offender Registry:Available
-
- State:Wyoming
 - National Sex Offender Registry:Available

Motor Accidents

No accidents were found.

Employment History

No employment history was found.

Business Ownership

4 businesses were found.

Company	Title	Status	Established Date	Company Address
---------	-------	--------	---------------------	-----------------

Neighbors' Educational Opportunities, Inc.	Incorporator	Active	N/A	408 Lafayette St Valparaiso, IN 46383-4720
Hilltop Community Organization, Inc.	President	Active	N/A	554 Locust St Valparaiso, IN 46383-5441
Hilltop Neighborhood Association, Inc.	President	Active	N/A	554 Locust St Valparaiso, IN 46383-5441
Neighbors Corporation	Treasurer	Active	N/A	1158 Lincolnway Ste ONE Valparaiso, IN 46385-5801

Property Ownership

1 property was found.

- Address:
21 Cottontail Ln
[Lamoine, ME 04605-4469](#)
- Owner(s):
Rebecca A Reiner
[Run Background Search](#)
- Property Use:
- Assessed Value:
\$164,400
- Build Date:
- Land (sq ft.):
- Owner Occupied:
n/a
- Assessment Date:
2009

Bankruptcies

No bankruptcies were found.

Judgments + Liens

1 judgment or lien was found.

- Type
State Tax Warrant (ID: 08019503)
- Amount
\$199
- Filing Date
8/12/2010
- Debtors

Rebecca A Reiner

([Run Background Search](#))

- Creditors
State Of Indiana

Professional Licenses

No professional licenses were found

Registered Aircrafts

No aircrafts were found

Registered Watercrafts

No watercrafts were found

FAA Certification

No FAA certifications were found.

UCC Filings

No UCC filings were found

Report Expiration
March 16, 2012

Background Report

Sharon A Price

- Name
Sharon A Price
- Age
55
- Date of Birth
N/A
- Phone Number
219-299-2026
- Additional Phone Number
- Most Recent Address
2056 S State Road 2, Apt 2, Valparaiso, IN 46385-9061
- Criminal Records
0 records found
- Aliases/Name Variations
Sharon A Mortensen

5 addresses were found

- ***2056 S State Road 2***
Apt 2
Valparaiso, IN 46385-9061

Added 1987
(Updated 7/2011)
- ***1584 Saugus Close***
Valparaiso, IN 46385-9109

219-299-2026
Added 10/2004
(Updated 10/2009)
- ***2056 S State Road 2***
2 2 2
Valparaiso, IN 46385-9061

(Updated 11/1992)

-

205 Locust St

Apt 2

Valparaiso, IN 46383-4955

Added 6/1987

(Updated 6/1987)

-

91 Kaper Ln

Valparaiso, IN 46383-9306

219-464-1474

Added 9/1978

(Updated 9/1978)

Social Network Profiles

No social network profiles were found.

Work Information

10 potential work information results were found

- Name:
Sharon Price _____
- Job Title:
Homemaker 3-child Welfare
- Company Name:
Indiana State Governmen
- Address
20 W 2nd St
Williamsport, IN 47993-1118
USA
- Phone:
765-762-6125
- Email Addresses
s*****@dcs.in.gov[Send A Message](#)

- Name:
Shari Price
- Job Title:
Telecommunications E
- Company Name:
Anderson Personnel Department
- Address

Po Box 2100
Anderson, IN 46018
USA

- Phone:
765-648-6141
- Email Addresses
s****@cityofanderson.com[Send A Message](#)

- Name:
Sharon Price
- Job Title:
Owner
- Company Name:
Sharon'S Cleaning Service
- ~~Phone:~~
217-243-4638
- ~~Email Addresses~~
s****@yahoo.com[Send A Message](#)

- Name:
Sharon Price
- Job Title:
Instructor
- Company Name:
Escape Yoga Centre
- Email Addresses
s****@sharonprice.com~~[Send A Message](#)~~

- Name:
Sharon Price
- Job Title:
Officer;Administrative Assistant Iii
- Company Name:
Bank Of America Corporation
- Phone:
314-466-8149
- Email Addresses
s****@bankofamerica.com[Send A Message](#)

- Name:
Sharon Price
- Company Name:
Priceless Poodles
- Phone:
541-747-9065

- Email Addresses
s****@pricelesspoodles.com[Send A Message](#)

- Name:
Sharon Price
- Job Title:
Assistant Treasure
- Company Name:
Barry-wehmiller Companies Inc
- Email Addresses
s****@barry-wehmiller.com[Send A Message](#)

- Name: _____
Sharon Price
- Job Title:
Marketing Manager
- Company Name:
Elastec/American Marine
- Phone:
618-384-2748
- Email Addresses
s****@elastec.com[Send A Message](#)

- Name:
Sharon Price
- Job Title: _____
Medical Consultant
- Company Name:
Armstrong & Associates
- Email Addresses
s****@armstrongrehab.com[Send A Message](#)

- Name:
Sharon Price
- Company Name:
North Carolina State University
- Email Addresses
s****@ncsu.edu[Send A Message](#)

Background reports include up to 10 work information results at no charge. There were 19 more work information results for Sharon A Price. [Click here](#) to run a work information search to view all possible results.

Possible Relatives

2 possible relatives were found.

Kenneth A Mortensen	67	1584 Saugus Close Valparaiso, IN 46385-9109
Benjamin Allen Mortensen	39	479 Ridgeland Ave Valparaiso, IN 46385-4162

[View Details](#)

[View Details](#)

Name	Age	Address
------	-----	---------

**Background
Search**

Neighbors

27 neighbors were found.

Name	Age	Address	Background Search
Richard K Shields		2055 S State Road 2 Valparaiso, IN 46385-9695	View Details
Jan P Nelissen SR	58	2057 S State Road 2 Valparaiso, IN 46385-9695	View Details
Elizabeth Nelissen		2057 S State Road 2 Valparaiso, IN 46385-9695	View Details
Keith W Brutout		2056 S State Road 2 Valparaiso, IN 46385-9061	View Details
Andrew D Kerr		2056 S State Road 2 Valparaiso, IN 46385-9061	View Details
Joel Kuiper		2056 S State Road 2 Valparaiso, IN 46385-9061	View Details
Dale J Strakes		2056 S State Road 2 Valparaiso, IN 46385-9061	View Details
Randall A Edwards		2056 S State Road 2 Valparaiso, IN 46385-9061	View Details
Donald S Brobeck	74	1583 Saugus Close Valparaiso, IN 46385-9109	View Details
John C Monk		1583 Saugus Close Valparaiso, IN 46385-9109	View Details
Lorene B Monk	88	1583 Saugus Close Valparaiso, IN 46385-9109	View Details
John N Bukur	49	1585 Saugus Close Valparaiso, IN 46385-9109	View Details
Stanley D Geisler	62	1582 Saugus Close Valparaiso, IN 46385-9109	View Details
Lynn Giesler	50	1582 Saugus Close Valparaiso, IN 46385-9109	View Details
Jane E Scupham	52	204 Locust St Valparaiso, IN 46383-4956	View Details

D W Scupham		204 Locust St Valparaiso, IN 46383-4956	View Details
Jessica Cox		203 Locust St Valparaiso, IN 46383-4955	View Details
Amy Kjelstrom		203 Locust St Valparaiso, IN 46383-4955	View Details
Charlotte Gray	59	205 Locust St Valparaiso, IN 46383-4955	View Details
Keith L Friedlund		205 Locust St Valparaiso, IN 46383-4955	View Details
Mike Friedlund	27	205 Locust St Valparaiso, IN 46383-4955	View Details
Phyllis M Simpson	46	90 Kaper Ln Valparaiso, IN 46383-9306	View Details
Ricky A Simpson	46	90 Kaper Ln Valparaiso, IN 46383-9306	View Details
Kenneth C Pittman	67	92 Kaper Ln Valparaiso, IN 46383-9306	View Details
Holly K Pittman	67	92 Kaper Ln Valparaiso, IN 46383-9306	View Details
Lewis J Caldwell	33	89 Kaper Ln Valparaiso, IN 46383-9306	View Details
Farah T Caldwell	30	89 Kaper Ln Valparaiso, IN 46383-9306	View Details

Criminal Records

No criminal records were found.

A comprehensive search of over 200 state and county criminal databases was run and 0 criminal records were found associated with Sharon A Price.

- States Searched
50
- Databases Searched
231
- Criminal Records Found
None

Looking for a criminal record that's not listed here?



Many records are only available through an on-site courthouse search.

[Click here to submit a request to our network of court runners](#)

Want to be alerted when new criminal records appear?



We'll send you a confidential email if new criminal records appear in Sharon A Price's background report.

[Click here to add alerts for Sharon A Price](#)

Coverage Areas & Record Types

Criminal records in PeopleSmart are originally compiled from thousands of data sources across the country. Below is a detailed list of our coverage areas and record types.

- State:Alabama
- Counties:Baldwin County, Calhoun County, Houston County, Jefferson County, Mobile County, Shelby County, Tuscaloosa County
- Database Types:County Arrest Logs (7)
- Years:2006 - Present Day
- National Sex Offender Registry:Available
- State:Alaska
- Counties:All Counties
- Database Types:Statewide Felony and Misdemeanor Convictions (All)
- Years:1978 - Present Day
- National Sex Offender Registry:Available
- State:Arizona
- Counties:All Counties
- Database Types:Statewide Traffic and Felony Convictions, County Arrest Logs (1), Court Records: County Index (2), Court Records: County Felony and Misdemeanor Records (1)
- Years:1982 - Present Day
- National Sex Offender Registry:Available
- State:Arkansas
- Counties:All Counties
- Database Types:Statewide Felony and Misdemeanor Convictions (All), County Arrest Logs (1)
- Years:1984 - Present Day
- State:California
- Counties:Contra Costa County, Fresno County, Fresno County, Kings County, Los Angeles County, Los Angeles County, Marin County, Marin County, Mendocino County, Orange County, Orange

County, Placer County, Riverside County, Riverside County, Sacramento County, San Bernardino County, San Bernardino County, San Diego County, San Diego County, San Joaquin County, Santa Barbara County, Santa Clara County, Santa Cruz County, Santa Monica, Solano County, Stanislaus County, Tehama County, Ventura County

- Database Types: Court Records: Traffic and Superior Court Records (1), County Arrest Logs (12), Court Records: County Index (2), Court Records: County Felony Records (1), Court Records: County Index - Historical (1), Court Records: County Index - Felony and Misdemeanor Records (1), Court Records: Criminal Court Records (2), Court Records: County Felony and Misdemeanor Records - Historical (1), Court Records: County Index, Felony, Misdemeanor and Traffic Records (4), Court Records: Criminal Court Records - Historical (2), City Arrest Logs (1)
- Years: 1972 - Present Day
- National Sex Offender Registry: Available

- State: Colorado
- Counties: Denver County, Pitkin County, Weld County
- Database Types: Court Records: Criminal Court Records - Historical (1), County Arrest Logs (2)
- Years: 1996 - Present Day
- National Sex Offender Registry: Available

- State: Connecticut
- Counties: All Counties
- Database Types: Statewide Felony, Misdemeanor, and Traffic Violations (All)
- Years: 1986 - Present Day
- National Sex Offender Registry: Available

- State: Delaware
- National Sex Offender Registry: Available

- State: Florida
- Counties: All Counties
- Database Types: Statewide Felony, Misdemeanor, and Traffic Convictions - Historical (All), Court Records: Felony, Misdemeanor and Traffic Records (11), County Arrest Logs (10), Court Records: Felony, Misdemeanor and Traffic Violations - Historical (3), Court Records: Felony, Misdemeanor and Ordinance Violations (1), Court Records: County Traffic Records (1), Court Records: County Felony, Misdemeanor, Traffic Records and Municipal Ordinance Violations - Historical (1), Court Records: Felony and Misdemeanor Records (1), Court Records: County Felony Records (2)
- Years: 1979 - Present Day
- National Sex Offender Registry: Available

- State: Georgia
- Counties: All Counties
- Database Types: Statewide Felony and Misdemeanor Convictions - Historical (All), County Arrest Logs (5), Court Records: Felony, Misdemeanor and Traffic Records (1)
- Years: 1952 - Present Day
- National Sex Offender Registry: Available

- State: Hawaii
- Counties: All Counties
- Database Types: Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)

- Years:1990 - Present Day
 - National Sex Offender Registry:Available
-
- State:Idaho
 - Counties:Ada County, Canyon County
 - Database Types:County arrest logs (2)
 - Years:2000 - Present Day
 - National Sex Offender Registry:Available
-
- State:Illinois
 - Counties:Cook County, Cook County, Peoria County, Will County
 - Database Types:County Arrest Logs (3), Court Records: Felony, Misdemeanor and Traffic Records (1)
 - Years:1993 - Present Day
 - National Sex Offender Registry:Available
-
- State:Indiana
 - National Sex Offender Registry:Available
-
- State:Iowa
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)
 - Years:1998 - Present Day
 - National Sex Offender Registry:Available
-
- State:Kansas
 - National Sex Offender Registry:Available
-
- State:Kentucky
 - National Sex Offender Registry:Available
-
- State:Louisiana
 - Counties:Lafayette Parish, St. Tammany County
 - Database Types:County Arrest Logs (1), Court Records: Felony and Misdemeanor Records (1)
 - Years:1987 - Present Day
 - National Sex Offender Registry:Available
-
- State:Maine
 - National Sex Offender Registry:Available
-
- State:Maryland
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Records (All)
 - Years:1997 - Present Day
 - National Sex Offender Registry:Available
-
- State:Massachusetts
 - National Sex Offender Registry:Available

- State:Michigan
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (2), Court Records: Felony and Misdemeanor Convictions (1)
 - Years:1986 - Present Day
 - National Sex Offender Registry:Available
-
- State:Minnesota
 - Counties:All Counties
 - Database Types:Statewide Felony and Misdemeanor Convictions - Historical (All)
 - Years:1987 ? 2007
 - National Sex Offender Registry:Available
-
- State:Missouri
 - Counties:St. Francois County
 - Database Types:County arrest logs (1)
 - Years:2006 - Present Day
 - National Sex Offender Registry:Available
-
- State:Mississippi
 - Counties:Harrison County, Hinds County
 - Database Types:Court Records: Felony, Misdemeanor and Traffic Violations (2)
 - Years:1996 - Present Day
 - National Sex Offender Registry:Available
-
- State:Montana
 - Counties:Yellowstone County
 - Database Types:County Arrest Logs (1)
 - Years:2004 - Present Day
 - National Sex Offender Registry:Available
-
- State:Nebraska
 - National Sex Offender Registry:Available
-
- State:Nevada
 - National Sex Offender Registry:Available
-
- State:New Hampshire
 - National Sex Offender Registry:Available
-
- State:New Jersey
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Criminal Traffic Convictions (All)
 - Years:1984 - Present Day
 - National Sex Offender Registry:Available
-
- State:New Mexico
 - Counties:Bernalillo County
 - Database Types:County Arrest Logs (1)

- Years:2003 - Present Day
 - National Sex Offender Registry:Available
-
- State:New York
 - National Sex Offender Registry:Available
-
- State:North Carolina
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (3)
 - Years:1983 - Present Day
 - National Sex Offender Registry:Available
-
- State:North Dakota
 - National Sex Offender Registry:Available
-
- State:Ohio
 - Counties:Adams County, Allen County, Athens County, Auglaize County, Brown County, Butler County, Champaign County, Clermont County, Clinton County, Columbiana County, Cuyahoga County, Delaware County, Fairfield County, Fayette County, Franklin County, Fulton County, Greene County, Hamilton County, Hancock County, Hardin County, Highland County, Lake County, Lawrence County, Licking County, Mahoning County, Medina County, Monroe County, Montgomery County, Noble County, Pickaway County, Portage County, Putnam County, Richland County, Ross County, Sandusky County, Summit County, Trumbull County, Tuscarawas County, Warren County, Wayne County
 - Database Types:Court Records: County Felony and Misdemeanor Records - Historical (2), Court Records: County Felony and Misdemeanor Records (17), Court Records: Felony Records (2), Court Records: County Felony, Misdemeanor and Traffic Records (2), Court Records: County Felony, Misdemeanor and Municipal Violation Records (1), Court Records: County Felony, Misdemeanor and Traffic Records - Historical (2), Court Records: County Misdemeanor and Traffic Records (1), County Arrest Logs (2), Court Records: Criminal Court Records - Historical (2), Court Records: County Felony Records - Historical (1), Court Records: Criminal Court Records (3), Court Records: Common Pleas and Municipal Court Records - Felony and Misdemeanor Records (1), Court Records: Felony and Misdemeanor Conviction Records (1), Court Records: Municipal and Common Pleas Court Records - Felony and Misdemeanor Records (1), Court Records: County Felony Records (1), Court Records: County Court Records (1)
 - Years:1977 - Present Day
 - National Sex Offender Registry:Available
-
- State:Oklahoma
 - Counties:All Counties
 - Database Types:Court Records: Criminal Court Records (3), Statewide Felony, Misdemeanor and Traffic Convictions and Non-Convictions (1), County Arrest Logs (1), Court Records: Felony and Misdemeanor Records (9), Court Records: Felony Records (1)
 - Years:1990 - Present Day
 - National Sex Offender Registry:Available
-
- State:Oregon
 - Counties:All Counties

- Database Types:Statewide Felony, Misdemeanor and Traffic - Historical (All), County Arrest Logs (9)
 - Years:1993 - Present Day
 - National Sex Offender Registry:Available
-
- State:Pennsylvania
 - Counties:All Counties
 - Database Types:Statewide Felony, Misdemeanor and Traffic Records (All)
 - Years:2001 - Present Day
 - National Sex Offender Registry:Available
-
- State:Rhode Island
 - Counties:All Counties
 - Database Types:Statewide Criminal Court and Traffic Court Records - Historical (All)
 - Years:1977 ? 2005
 - National Sex Offender Registry:Available
-
- State:South Carolina
 - Counties:Greenville County, York County
 - Database Types:Court Records: County Felony, Misdemeanor and Traffic Violation Records (2)
 - Years:1990 - Present Day
 - National Sex Offender Registry:Available
-
- State:South Dakota
 - National Sex Offender Registry:Available
-
- State:Tennessee
 - Counties:All Counties
 - Database Types:Statewide Felony Convictions - Historical - Plus: Tennessee Methamphetamine Offender Registry - Statewide Database of Persons Convicted of Manufacture of Methamphetamine Since 5/1/2003 (All), Court Records: County Felony, Misdemeanor and Traffic Records (1), Court Records: County Felony and Misdemeanor Records (1), County Arrest Logs (1)
 - Years:1986 - Present Day
 - National Sex Offender Registry:Available
-
- State:Texas
 - Counties:All Counties
 - Database Types:Criminal Court Convictions For The State of Texas (All), County Arrest Logs (8), Court Records: County Misdemeanor and Traffic Violations (1), Court Records: County Felony and Misdemeanor Records - Historical (4), Court Records: County Felony and Misdemeanor Records (6), Court Records: County Felony, Misdemeanor and Traffic Records - Historical (5), Court Records: County Felony, Misdemeanor, Traffic Misdemeanor and Traffic Appeal Records (1), Court Records: County Felony, Misdemeanor and Traffic Records (4), Court Records: County Misdemeanor and Traffic Records (1)
 - Years:1974 - Present Day
 - National Sex Offender Registry:Available
-
- State:Utah
 - Counties:All Counties

- Database Types:Statewide Felony, Misdemeanor and Traffic Convictions (All)
- Years:1993 - Present Day
- National Sex Offender Registry:Available
- State:Virginia
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor, and Infractions - Historical (All)
- Years:1993
- National Sex Offender Registry:Available
- State:Washington
- Counties:All Counties
- Database Types:Statewide Felony, Misdemeanor or Traffic Violations (All), County Arrest Logs (5)
- Years:1982 - Present Day
- National Sex Offender Registry:Available
- State:West Virginia
- National Sex Offender Registry:Available
- State:Wisconsin
- Counties:All Counties
- Database Types:Statewide Felonies and Misdemeanors (All)
- Years:1992 - Present Day
- National Sex Offender Registry:Available
- State:Wyoming
- National Sex Offender Registry:Available

Motor Accidents

No accidents were found.

Employment History

No employment history was found.

Business Ownership

7 businesses were found.

Company	Title	Status	Established Date	Company Address
Drug Court & Juvenile Services Foundation Of Porter County, Inc.	Treasurer	Active	10/3/2008	
Historic Preservation Of Porter County Incorporated	Treasurer	Active	5/2/1979	Po Box 1411 Valparaiso, IN 46384-1411

Historic Preservation Of Porter County Incorporated	Treasurer	Administratively Dissolved	3/25/2008	Po Box 1411 Valparaiso, IN 46384-1411 1158 Lincolnway Ste ONE Valparaiso, IN 46385-5801
Neighbors Corporation	Treasurer	Active	N/A	3303 Pines Village Cir Valparaiso, IN 46383-2660
Meridian Woods Condominiums Assn. Inc.	Treasurer	Active	N/A	2056 S State Road 2 Valparaiso, IN 46385-9061
Professional Resources Inc	Treasurer	Active	N/A	2056 S State Road 2 Valparaiso, IN 46385-9061
Mortensen Cpa Group Pc	Secretary	Administratively Dissolved	9/11/1989	2056 S State Road 2 Valparaiso, IN 46385-9061

Property Ownership

1 property was found.

- Address: _____
2056 S State Road 2
Valparaiso, IN 46385-9061
- Owner(s):
Sharon A Mortensen
[Run Background Search](#)
- Property Use:
Rural Residence (agricultural)
- Assessed Value:
\$312,100
- Build Date:
1930
- Land (sq ft.):
- Owner Occupied:
Yes
- Assessment Date:
2009

Bankruptcies

No bankruptcies were found.

Judgments + Liens

No judgments or liens were found

Professional Licenses

No professional licenses were found

Registered Aircrafts

No aircrafts were found

Registered Watercrafts

No watercrafts were found

FAA Certification

No FAA certifications were found.

UCC Filings

No UCC filings were found

It is the intent of Neighbors' Educational Opportunities, Inc. to do Extended Criminal Background Checks on all members of the Board of Directors once we receive authorization by Ball State University to charter the Neighbors' New Vistas High School. By then, NEO will also have recruited one to three additional board members. In the meantime, these preliminary background checks were run.

Attachment 2 – Attitudes Toward the Charter

Positive Attitudes Toward Charter School	Negative Attitudes Toward Charter School
The charter school allows for more flexibility in scheduling	There is too much risk involved and too many charter schools fail.
Teachers are in tune with students' needs; they have experience with "at risk" students	Not all teachers have to be licensed – what is to guarantee they
Students need a second chance	There won't be any sports teams or school spirit
The charter school will provide students and parents with a greater choice in schools	These students will take dollars away from the home school district or deplete the general fund
This will allow parents and students more options by being able to go out of their own district	Will schools use the charter school as a dumping ground for students they want to get rid of?
More opportunity for innovative curriculum	
Increased opportunities for engaging with students from a different background.	

Attachment 6b – Achievement

Neighbors New Vista High School						
Indicator	School Results					State Results
	2012-13	2013-14	2014-15	2015-16	2016-17	
Student Enrollment	100	150	175	200	225	-
# of students grades 10-12 in need of passing the ECA in both subjects	35	40	50	60	65	n/a
# of students grades 10-12 in need of passing the ECA in English Only	15	10	12	15	15	n/a
# of students grades 10-12 in need of passing the ECA in Math Only	30	25	20	25	30	n/a
% of Students passing ECA in both Math and English	45	48	50	52	54	55
% of Students passing ECA in English	55	57	59	61	63	64
% of Students passing ECA in Math	50	55	58	60	63	66
# of Students promoted to next grade (based on # of credits earned)	60	65	70	75	80	
% Of 12 th Graders taking SAT	10	12	14	16	20	
SAT Average Scores	900	912	920	925	930	999
Percent of Graduates Pursuing College	10	20	25	30	35	77
% Of Students entering the Military or Technical Training	15	20	25	30	35	
Graduation Rate	60	65	70	75	80	84.1
Attendance Rate	75	78	80	85	90	95.8

Our mission is to be a viable alternative for high school completion. Our student target population is one that falls into the categories of “drop out”, expulsion, expelled, and court ordered at the regular k-12 schools. For all practical purposes these students fall into the “at-risk” category in the traditional school setting.

If former trends continue (from historical data as Portage Adult Education), approximately 70% of our new students will come to use without having passed one or both sections of the ECA. A significant number of students will have IEP documentation.

Neighbors’ New Vistas High School will place an emphasis on ECA preparation that will be incorporated into our curriculum across the board. Since students will be placed in Math and English classes according to their proficiency levels in math, reading and language arts, students will build upon their skills rather than being passed to a higher level class without first obtaining mastery in each particular subject area.

Our students will have the support of not only their classroom instruction, but will also have the opportunity to use the adult learning center for additional help in areas of greatest need. In most instances the greatest need is mathematics instruction. Our goal is to commit to continuous improvement in student outcomes, especially in Math and English.

Attachment 8 - Calendar and Daily Schedule

Neighbors' New Vistas High School

2012 - 2013 School Calendar

August 12						
Su	M	Tu	W	Th	F	Sa
			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	
September 12						
Su	M	Tu	W	Th	F	Sa
						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 12						
Su	M	Tu	W	Th	F	Sa
	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			
November 12						
Su	M	Tu	W	Th	F	Sa
				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 12						
Su	M	Tu	W	Th	F	Sa
						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					

	10 Professional Development Days
	Student Reg. & Orientation
	Holiday/Vacation
	5 All-School Community Service Days
	30 Flex - Fridays

	Term 1 - 34 Days
	Term 2 - 34 Days
	Term 3 - 34 Days
	Term 4 - 34 Days
	10-day Internships

January 13						
Su	M	Tu	W	Th	F	Sa
		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 13						
Su	M	Tu	W	Th	F	Sa
					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		
March 13						
Su	M	Tu	W	Th	F	Sa
					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 13						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 13						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 13						
Su	M	Tu	W	Th	F	Sa
						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					



Optional 2nd Internship

Total Student Days - 181



(with the option of an additional 10-day internship and 15-day summer school)

Summer 2013 Schedule

July 13						
Su	M	Tu	W	Th	F	Sa
	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			

 15 Days - Summer Remediation/Credit Recovery
 4 Days - Professional Development

August 13						
Su	M	Tu	W	Th	F	Sa
				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 14, 15, 16 - Student Orientation & Registration
 August 19th - Term 1 Begins for 2013-2014

Daily Schedule

Monday - Thursday

8:00 - 8:20 Advisor/Advisee
 8:20 - 10:05 Period 1
 10:15 - 12:00 Period 2
 12:00 - 12:50 Lunch
 12:50 - 2:35 Period 3
 3:00 - 4:45 Period 4 (Optional)

Fridays

9:00 AM - 1:00 PM

The Portage Adult Learning Center

NNHHS students have the option of attending the Portage Adult Learning Center on Mondays through Thursdays between the hours of 5:30 - 8:30 PM if they are in need of extra help with their work, need/want to put additional time into an A+ class, need access to a computer for research, school work, or or work / college readiness activities.

Additional Notes

Fridays

Fridays will be customized to meet individual student's needs. Options will allow for remediation, career-prep or college-bound activities, community service and service-learning activities, and credit labs for make-up or extra credits. Students will be expected to attend school from 9:00 AM - 1:00 PM.

Optional 4th Period

Students may opt to register for a 4th period credit recovery lab. Extra curricular options, tutoring, and career-certification options will be offered during this period as well.

Required Internship Block

Students will work with their Advisor to design a work-related internship that they will participate in during the 2nd and 3rd week in January for a total of 60 hours for 1 elective credit. The requirements for the internship are detailed in the Student - Parent Handbook.

Neighbors' New Vistas High School

5391 Central Avenue Portage, IN 46368
 219-850-4448



Neighbors' Educational Opportunities, Inc.

Attachment 10b – Assessment System

Neighbors' New Vistas High School

ASSESSMENT SYSTEM

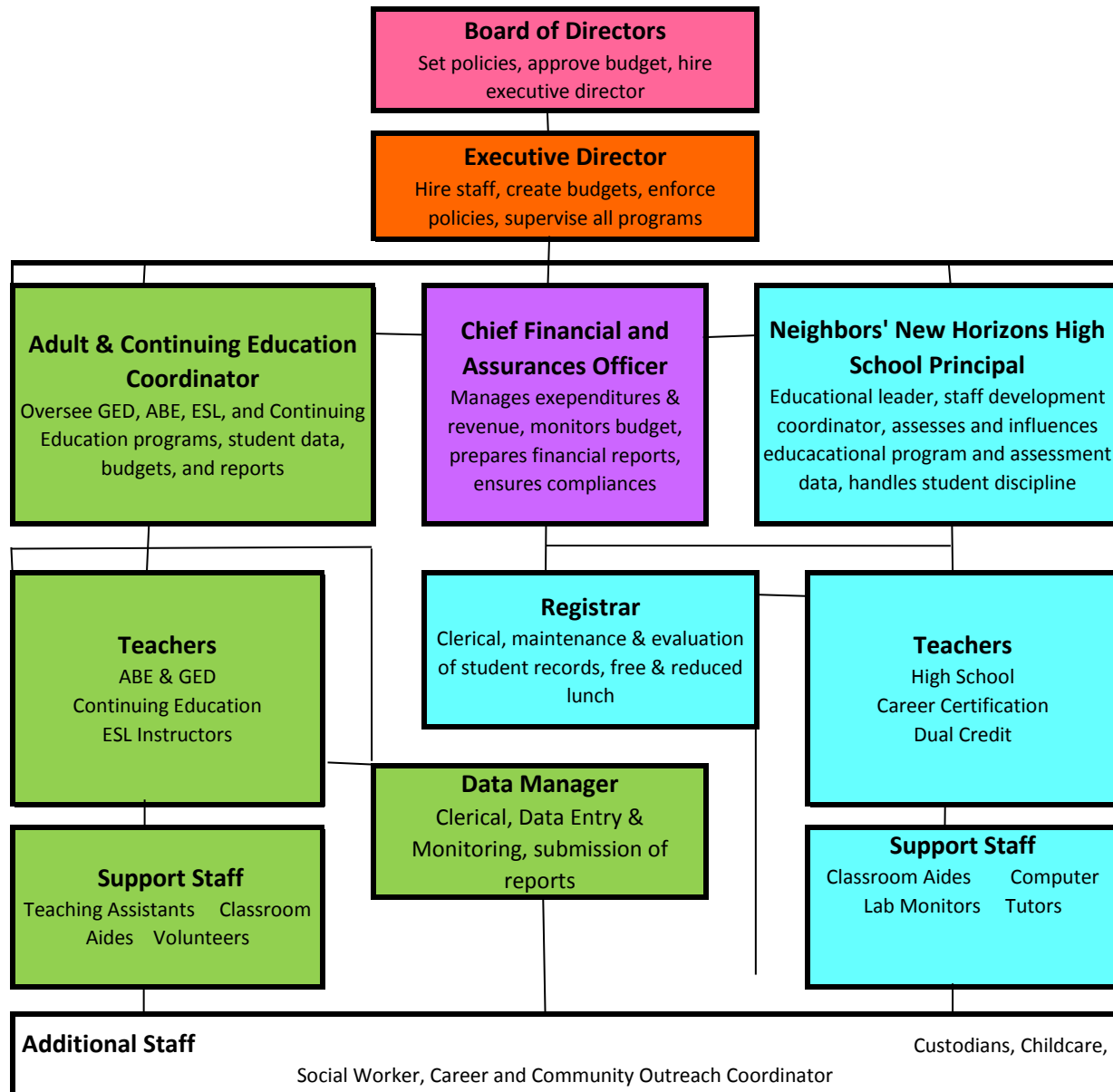
Assessment Type	Timeline	Description & Purpose	Students Involved
<u>State Achievement Tests</u> ISTEP+ End-of-Course Assessments (ECAs)	Fall 2012 Early Winter 2012 Late Winter 2013 Spring 2013 Summer 2013	<i>Standardized summative assessments that are criterion-referenced developed for students to take once completing course work in English 10, Algebra 1, and eventually, in Biology 1</i>	Students enrolled in English 10 and Algebra I or students who need to retake test
Indiana Modified Achievement Standards Test (IMAST)	Spring (April-May 2013)	<i>IMAST will be administered to students whose case conference committee (CCC) determines that he/she meets the eligibility requirements for this multiple-choice test.</i>	
Indiana Standards Tool for Alternate Reporting (ISTAR)	Spring (March–April 2013)	<i>ISTAR is a web-based system used for students who perform significantly below grade level and who cannot be adequately measured with grade-level standardized tests. The CCC will determine student eligibility for assessment.</i>	
<u>NWEA Measures of Academic Progress (MAP)</u>	3 times a year - September January May	<i>Computer-based adaptive assessment that immediately responds to students' demonstrated ability- level by adjusting level of questions</i> Establishes individual baseline assessment of student achievement, identifies longitudinal growth & problem areas requiring corrective action, and measures longitudinal growth, adjust corrective plan, and prepare for following year.	All students
<u>Classroom-Based Formative Assessments</u> Teacher observations, checklists, journals, logs Projects Writing across curriculum Documents & Record	On going - Done throughout school year	Teachers will integrate formative assessments as part of the daily curriculum as a means of assessing students' initial academic performance and monitoring progress. These assessments will be included in decisions pertaining to making accommodations to the classroom, instructional materials and strategies, and other factors that may influence student growth and performance.	All Students
<u>Summative Curriculum-Embedded Assessments</u> Curriculum tests & quizzes A+ review tests & comprehensive examinations Portfolios, presentations, projects	At end of unit of study	As students complete a unit of study or prepare to demonstrate mastery of standards, they will engage in a variety of summative assessments	All Students

Attachment 12f – Personnel for Special Populations

Personnel	Associated Administrative Responsibilities	Budgetary Assumption
Special Education Teacher	<p>Testing</p> <p>Supervising Case Conference Committee</p> <p>Authorship and monitoring of Individual Education Plan</p> <p>Consultation with classroom teachers about student needs, abilities, accommodations, and instructional strategies</p>	<p>720 hours</p> <p>Total Salary and Benefits \$27,145</p>
Classroom Assistant	Provide assistance to special ed. teacher and students, as necessary.	<p>720 hours</p> <p>Total Salary and Benefits \$7,756</p>
Registrar	Record student information in data system.	Amount of time to be determined by special ed case load
Contracted Services	Diagnostician, speech pathologist, translator, social services, and other services that may be required on individual student needs.	To Be Determined

Neighbors' Educational Opportunities, Inc. NC

ORGANIZATIONAL CHART



Neighbors' Educational Opportunities, Inc.

Forging Promising Futures

Attachment 20c – Articles of Incorporation

Neighbors' Educational Opportunities, Inc.

ARTICLES OF INCORPORATION FOR NON PROFIT CORPORATION

The undersigned incorporator, desiring to form a corporation (hereinafter referred to as "the Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (here-in-after referred to as the "Act"), executes the following Articles of Incorporation.

ARTICLE I - Name and Principal Office

The name of the Corporation is *Neighbors' Educational Opportunities, Inc.* and the address of the principal office is:

408 Lafayette
Valparaiso, Indiana 46383

ARTICLE II - Purposes

The purposes for which the Corporation is formed are:

(a). Primary Purposes: To establish and operate a regional educational center for residents of Porter and Lake County, Indiana. The primary purpose will be to establish and operate a charter/alternative high school in Porter County, Indiana, in accordance with the provisions of the Indiana Department of Education rules and regulations. The target student population for this school will be those students who are at risk for not graduating from high school. The corporation will also provide or support other additional educational and supportive services that include, but will not be limited to the following:

- (1) GED preparation classes
- (2) English literacy classes
- (3) Continuing education classes
- (4) Citizenship classes
- (5) SAT classes

(b.) Additional Purposes: In addition, the Corporation is formed for the purpose of assisting and engaging in all activities which serve educational, charitable, or scientific purposes, which are permitted by the Act, and which are permitted to be carried on by an organization exempt from Federal taxation under the provisions of Section 501 (c)(3) of the Internal Revenue Code or by an organization for which contributions are deductible under Section 170 (c)(2) of the Internal Revenue Code .

(c). Limitations

- (1) Nothing contained in these Articles of Incorporation shall be construed to authorize the Corporation to engage in any activities or perform any functions which are not within the tax-exempt purposes enumerated in Section 501 (c)(3) of the Internal Revenue Code.
- (2) No part of the net earnings of the Corporation shall inure to benefit any director or officer of the Corporation or any private individual, except for services rendered by a director, officer, or employee.

- (3) No substantial part of the activities of the Corporation shall consist of attempting to propose, support, oppose, or advocate the adoption or rejection of, or otherwise influence legislation by propaganda or otherwise, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

ARTICLE III - Type of Corporation

The Corporation is a public benefit corporation, which is organized for a public or charitable purpose.

ARTICLE IV - Registered Office and Registered Agent

The street address of the Corporation's Registered Agent and Registered office for the service of process are:

Rebecca A. Reiner
408 Lafayette
Valparaiso, Indiana, 46383

ARTICLE V - Membership

The Corporation will have no members.

ARTICLE VI - Incorporator

The name and address of the Incorporator of the Corporation is:

Rebecca Reiner
408 Lafayette
Valparaiso, Indiana, 46383

ARTICLE VII - Distribution of Assets on Dissolution or Final Liquidation

In the event of the dissolution or liquidation of the Corporation, whether voluntary or involuntary, no member, trustee, director, or officer of the Corporation, or any private individual, shall be entitled to any distribution or division of the Corporation's remaining property or its proceeds, and the balance of all money and other property received by the Corporation from any source, after the payment of all debts and obligations of the Corporation, shall thereafter be distributed as the Board of Directors directs, to the Forging Futures Fund at the Porter County Community Foundation, Inc. and the Legacy Foundation of Lake County, Inc., or to a similar charitable organization, government entity or agency, that is also qualified under Section 501 (c) (3) of the Internal Revenue Code, provided no entity shall receive any such distribution unless the entity at the time of distribution satisfies all qualifications for recognition under Section 501(c)(3) of the Internal Revenue Code.

In Witness Whereof, the undersigned incorporator of said Corporation, executes these Articles of Incorporation and verifies, subject to penalties for perjury, that the facts contained herein are true.

Executed this 21st day of March, 2011.

REBECCA A. REINER
Incorporator

Prepared by: Paul M. Kohlhoff, Attorney, Heritage Hall, 510 Freeman Street, Valparaiso, Indiana 46383,
Phone (219) 465-7903

Attachment 22a – First Year Staffing

NEIGHBORS' NEW VISTAS HIGH SCHOOL FIRST YEAR STAFFING

Employee Position	# Employees 2012-13	Full / Part Time	Specific Budget Line under "Employee Salaries" where salary is shown	Notes
Administrative				
Executive Director	1	PT		<i>Position will be shared with ABE</i>
Principal	1	FT		
Chief Financial & Assurances Officer	1	PT		<i>Position will be shared with ABE</i>
Registrar / Clerical	1	PT		<i>Position will be shared with ABE</i>
Neighbors' New Horizons High School				
NNVHS Classroom Teachers & Instructors				
Licensed English/LA Teacher	2	1 FT 1 PT		
Licensed Math Teacher	2	1 FT 1 PT		
Licensed Social Studies Teacher	1	FT		
Licensed Science Teacher	1	FT		
Licensed Special Education Teacher	1	PT		
Business & Technology Instructor	1	PT		
Arts Instructor	1	PT		
Computer Lab Monitor	1	PT		
Classroom Assistant	1	PT		
School-Wide Support Staff				
Custodian / Maintenance	1	FT		
Child Care	2	PT		
Total Employees of NNVHS	18			
Total Full-Time Employees	6	FT		
Total Part-Time Employees	12	PT		
Additional NEO Employees				
Director	1	PT		<i>Position shared with NNVHS</i>
Adult & Cont. Education Coordinator	1	FT		
Financial & Assurances Officer	1	PT		<i>Position shared with NNVHS</i>
Registrar / Clerical	1	PT		<i>Position shared with NNVHS</i>
Data Management/ Clerical	1	FT		
Portage Adult Learning Center				
Licensed Teachers	4	1 FT 3 PT		
Assistants / Aide	2	PT		
ESL Instructors	2	PT		
GED Examiner	2	PT		
Custodian/ Maintenance	1	FT		
Child Care Workers	3	PT		

**NEIGHBORS' NEW VISTAS HIGH SCHOOL
STAFFING PROJECTIONS FOR SY 2013 and SY 2014**

Employee Position	Planned # Employees 2012-13	Full / Part Time	Projected # Employees 2013-2014	Full/ Part Time
Administrative				
Executive Director	1	PT	1	PT
Principal	1	FT	1	FT
Chief Financial & Assurances Officer	1	PT	1	PT
Registrar / Clerical	1	PT	1	PT
Data / Clerical			1	PT
Neighbors' New Horizons High School				
Classroom Instruction				
Licensed English/LA	2	FT	2	FT
Licensed Math	2	FT	2	FT
License Social Studies	1	FT	1	FT
Licensed Science	1	FT	1	FT
Licensed Special Education Teacher	1	FT	1	FT
Business & Technology Instructor	1	FT	1	FT
Extra-Curricular/Dual Credit/ Intern.	1	PT		
Arts Instructor	1	FT	1	FT
PE Instructor			1	PT
Computer Lab Monitor	1	PT	1	FT
Classroom Assistant	1	FT	1	FT
School-Wide Support Staff				
Custodial / Maintenance	1	FT	1	FT
Child Care	2	PT	2	PT
Tech Support	1	PT	1	PT
Total NNVHS Employees	20		21	
Total Full-Time Employees	12	FT	13	FT
Total Part-Time Employees	8	PT	8	PT

Table 25– Budget Worksheet B

Pre-operational Year		
SCHOOL NAME: Neighbors’ Opportunities, Inc.	DATES COVERED: July 1, 2010 to June 30, 2011	
INCOME		
Cash In -- Funding Source	Budget Amount	Description: Specific Source
State Grants (Please Describe)	\$ 298,350	Region 1 Adult Education Funding through the Department of Workforce Development (DWD). Our Region One provider is the Center of Workforce Innovations (CWI).
Other Grants (Please Describe)	250,000.00	Pre-Planning Grant (January 2012)
Investment Earnings	0.00	None at this time
Donations/Gifts (Please Describe)	50,000.00	Porter County Commissioners allocation of County Revenue to support Adult Education in Porter County
Other (Please Describe)	22,600.00	Building use fees from Valparaiso Area Apprenticeship Advisory Council (VAAAC) & Ivy Tech
Other (Please Describe)	30,000.00	Adult Education ASC Reimbursement Credits (estimated amount)
Other (InKind)	6,000.00	Portage Twp School Corporation waived any assessment of building rental fees for the first quarter of this fiscal year (not calculated into total In come
	41,000.00	ASC, ABE, ESL and GED Testing registration fees (projected amount)
TOTAL CASH IN (INCOME)	\$ 691,950.00	
EXPENSES		
Expenditure	Budget Amount	Description: Assumptions
Legal	\$ 14,000.00	Liability Insurance, Unemployment Insurance, Audit Fees
Accounting and Consulting	16,000.00	Regional Fiscal Provider Handling Fee and Payroll Processing Fee
Filing	4,000.00	BSU Administrative Fee
Fundraising	0.00	

Table 25– Budget Worksheet B

Marketing: Including Printing and Postage	10,000.00	Marketing, Postage, Printing Costs
Rent: Office Space and Utilities	24,000.00	Triple Play Contract with Comcast, Building Use Agreement with Portage Twp Schools (PTS)
Supplies	22,000.00	GED Testing Materials, Instructional Materials, Classroom and Office Supplies
Equipment	8,000.00	Cost for hardware and equipment for Technology Upgrades
Administrative Salaries	148,503.00	Director, Assistant Director, Administrative Assistant, Chief GED Examiner, Intake Coordinator
ABE/ESL Instructional Salaries	155,410.00	Certified Salaries & Fringes, Non Certified Salaries % Fringes
ASC Instructional Salaries	76,972.00	Certified Salaries & Fringes
Labor	76,773.00	Reimburse labor cost of custodians to PTS
Other (Please Describe)	16,000.00	IT Services to re-network and upgrade building technology.
TOTAL EXPENSES	572,658.00	

Table 25- Budget Worksheet B

[illegible]

Table 25- Budget Worksheet B

[illegible]

Table 25- Budget Worksheet B

[illegible]

Table 25– Budget Worksheet B

	Description	July	August	September	October	November	December	January	February	March	April	May	June	Total
	Instructional Furniture & Equipment	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.37	1,000.00
	Vehicles													
	Land Purchases													
	Improvements & Alterations													
	Other Capital Outlay	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.63	5,000.00
	Total Capital Outlay	1,624.99	1,624.99	1,624.99	1,624.99	1,624.99	1,624.99	1,624.99	1,624.99	1,624.99	1,624.99	1,624.99	1,625.11	19,500.00
	H. Other Expenditures													
	Audit Expense	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	6,000.00
	Dues & Fees													
	Judgments													
	Debt Services													
	Travel Expense/Mileage	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.37	2,500.00
	Reimbursement													
	Field Trips													
	Payments to an EMO													
	BSU Administrative Fee	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.37	4,000.00
	Total Other Expenditures	1,041.66	1,041.66	1,041.66	1,041.66	1,041.66	1,041.66	1,041.66	1,041.66	1,041.66	1,041.66	1,041.66	1,041.74	12,500.00
	TOTAL EXPENDITURES	59,592.99	59,592.99	59,592.99	59,592.99	59,592.99	59,592.99	59,592.99	59,592.99	59,592.99	59,592.99	59,592.99	59,593.15	715,182.00
	REMAINING CASH BALANCE (DEFICIT)	24,032.24	34,858.01	32,098.01	24,098.01	29,098.01	35,523.01	39,073.01	28,998.01	32,498.01	23,698.01	28,998.01	31,447.85	376,244.00

Attachment 26 - Budget Worksheet C

Projected Five Year Cash Flow

School Name: Neighbors' New Horizons High School

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
Dates Covered	Approval - June 30, 2012	July 1, 2012 to June 30, 2012	July 1, 2012 to June 30, 2013	July 1, 2013 to June 30, 2014	July 1, 2014 to June 30, 2015	July 1, 2015 to June 30, 2016
Projected Enrollment	100	100	125	150	175	200
Minimum enrollment for financial viability	50	75	100	125	150	175
CARRY OVER	\$ -	\$ 119,292.00	\$ 376,244.00	\$ 164,322.00	\$ 161,249.00	\$ 213,762.00
I. CASH IN (INCOME):						
Donations/Gifts	\$ 50,000.00	\$ 12,000.00		\$ 25,000.00		
Food Service						
Investment Earnings						
Loan From Common School Loan						
Other Grants (Pre-Operational Grant and in Yr. 3 a Technology Grant)	\$ 250,000.00			\$ 15,000.00		
State Grants	\$ 298,350.00	\$ 351,000.00				
State Tuition Support	\$ 30,000.00	\$ 542,134.00	\$ 687,500.00	\$ 855,000.00	\$ 988,750.00	\$ 1,135,000.00
Transportation				\$ 73,500.00	\$ 90,000.00	\$ 92,000.00
Other : Buidling Use Fees paid to NEO, Student Registration Fees	\$ 63,600.00	\$ 67,000.00	\$ 55,000.00			
TOTAL CASH IN (INCOME):	\$ 691,950.00	\$ 1,091,426.00	\$ 1,118,744.00	\$ 1,132,822.00	\$ 1,239,999.00	\$ 1,440,762.00

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
II. EXPENDITURES:						
A. Employee Salaries						
Director/Principal (50% exec. Director)	✓	\$ 38,400.00	\$ 39,552.00	\$ 40,739.00	\$ 41,961.00	\$ 41,961.00
Principal	✓	\$ 64,800.00	\$ 69,710.00	\$ 71,802.00	\$ 75,529.00	\$ 75,529.00
Other Administration - Business	✓	\$ 19,200.00	\$ 19,776.00	\$ 20,369.00	\$ 20,980.00	\$ 41,961.00
Classroom Assistants	✓	\$ 7,200.00	\$ 12,978.00	\$ 12,978.00	\$ 25,967.00	
Clerical /Registrar) Extra Data Entry added in yrs 3, 4 & 5	✓	\$ 14,400.00	\$ 14,832.00	\$ 24,877.00	\$ 31,471.00	\$ 51,246.54
Consultants (Tech Support)				\$ 8,000.00	\$ 8,000.00	\$ 10,000.00
Librarians						
Overtime Expense			\$ 1,894.00	\$ 7,000.00	\$ 25,000.00	\$ 25,000.00
Social Workers	✓	\$ 10,240.00	\$ 11,200.00	\$ 11,200.00	\$ 16,800.00	\$ 16,800.00
Substitute Teachers						
Teachers	✓	\$ 315,000.00	\$ 402,848.00	\$ 403,727.00	\$ 426,964.00	\$ 488,358.00
Technicians				\$ 19,467.00	\$ 20,051.00	\$ 22,915.00
Temporary Salaries						
Other Human Resource Expense	✓	\$ 35,840.00	\$ 36,915.00	\$ 46,023.00	\$ 39,163.00	\$ 52,874.00
Total Employee Salaries	\$ 366,126.00	\$ 505,080.00	\$ 609,705.00	\$ 666,182.00	\$ 731,886.00	\$ 826,644.54
B. Employee Benefits						
Group Dental Insurance						
Group Health Insurance	✓	\$ 28,800.00	\$ 39,600.00	\$ 30,600.00	\$ 46,800.00	\$ 67,200.00
Group Life Insurance						
Long-Term Disability Insurance	✓	\$ 8,976.00	\$ 9,542.00	\$ 9,828.00	\$ 15,405.00	\$ 10,280.00
Public Employee Retirement	✓	\$ 38,452.00	\$ 48,172.00	\$ 50,259.00	\$ 55,605.00	\$ 63,428.00
Social Security & Medicare	✓	\$ 18,900.00	\$ 36,337.00	\$ 33,742.00	\$ 40,101.00	\$ 43,200.00
Teacher Retirement						
Unemployment Compensation						
Workers Compensation	✓	\$ 341.00	\$ 429.00	\$ 461.00	\$ 493.00	\$ 565.00
Other Employee Benefits						
Total Employee Benefits	\$ 91,532.00	\$ 95,469.00	\$ 134,080.00	\$ 124,890.00	\$ 158,404.00	\$ 184,673.00

<i>C. Rental of Facilities & Utilities</i>	Pre-operational (Fr	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year	Fifth Fiscal Year:
Electricity	✓	\$ 7,200.00	\$ 8,100.00	\$ 8,200.00	\$ 8,400.00	\$ 8,400.00
Gas, Oil, or Steam Heat	✓	\$ 7,200.00	\$ 8,100.00	\$ 8,200.00	\$ 8,400.00	\$ 8,400.00
Grass and Tree Services						
Internet Access	✓	\$ 3,900.00	\$ 4,000.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00
Mortgage						
Rent	✓	\$ 12.00	\$ 12.00	\$ 1.00	\$ 1.00	\$ 1.00
Repair & Maintenance Services	✓	\$ 600.00	\$ 1,200.00	\$ 750.00	\$ 1,500.00	\$ 1,500.00
Telephone Long Distance	✓	\$ 3,900.00	\$ 4,700.00	\$ 4,000.00	\$ 4,500.00	\$ 4,500.00
Trash Removal						
Utilities	✓	\$ 3,000.00	\$ 3,600.00	\$ 3,700.00	\$ 3,900.00	\$ 3,900.00
Water & Sewer	✓	\$ 3,000.00	\$ 3,600.00	\$ 3,700.00	\$ 3,900.00	\$ 3,900.00
Other	✓	\$ 3,000.00	\$ 3,600.00	\$ 3,700.00	\$ 3,900.00	\$ 3,900.00
Total Rent and Utilities	\$ 24,000.00	\$ 31,812.00	\$ 36,912.00	\$ 36,751.00	\$ 39,001.00	\$ 39,001.00
<i>D. Insurance</i>						
Board Errors and Omissions	✓	\$ 641.00	\$ 641.00	\$ 641.00	\$ 641.00	\$ 641.00
General Liability Insurance	✓	\$ 1,569.00	\$ 1,569.00	\$ 1,569.00	\$ 1,569.00	\$ 1,569.00
Health Insurance						
Property & Casualty Insurance	✓	\$ 354.00	\$ 354.00	\$ 354.00	\$ 354.00	\$ 354.00
Property & Inland Marine						
Theft Insurance	✓	\$ 103.00	\$ 103.00	\$ 103.00	\$ 103.00	\$ 103.00
Treasurer Bonds	✓	\$ 1,554.00	\$ 1,554.00	\$ 1,554.00	\$ 1,554.00	\$ 1,554.00
Umbrella/excess Liability						
Vehicle Insurance						
Worker's Compensation Insurance	✓	\$ 8,000.00	\$ 8,679.00	\$ 8,679.00	\$ 9,000.00	\$ 9,000.00
Total Insurance	\$ 8,000.00	\$ 12,221.00	\$ 12,900.00	\$ 12,900.00	\$ 13,221.00	\$ 13,221.00

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year	Fourth Fiscal Year	Fifth Fiscal Year
<i>E. Service Contracts</i>						
Accounting & Payroll Services	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00
Consulting Services						
Data Processing Services						
Equipment Rental & Lease	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Food Service Contract						
Legal Services						
Professional & Technical Services						
Pupil Transportation Contract						
Security Services			\$ 3,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Staff Development	\$ 1,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other Service Contracts	\$ 17,500.00	\$ 14,400.00	\$ 8,000.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00
Total Service Contracts	\$ 22,200.00	\$ 23,100.00	\$ 19,700.00	\$ 16,100.00	\$ 16,100.00	\$ 16,100.00
<i>F. Supplies & Materials</i>						
Advertising	✓	\$ 1,000.00	\$ 1,250.00	\$ 1,500.00	\$ 1,750.00	\$ 2,000.00
Computer Software	✓	\$ 1,000.00	\$ 1,250.00	\$ 1,500.00	\$ 1,750.00	\$ 2,000.00
Custodial Supplies		\$ 500.00	\$ 625.00	\$ 750.00	\$ 875.00	\$ 1,000.00
Instructional Supplies		\$ 1,000.00	\$ 1,250.00	\$ 1,500.00	\$ 1,750.00	\$ 2,000.00
Library Books		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,500.00	\$ 4,000.00
Office Supplies & Expense	✓	\$ 500.00	\$ 625.00	\$ 750.00	\$ 875.00	\$ 1,000.00
Postage	✓	\$ 1,000.00	\$ 625.00	\$ 750.00	\$ 875.00	\$ 1,000.00
Printing	✓	\$ 1,000.00	\$ 1,250.00	\$ 1,500.00	\$ 1,750.00	\$ 2,000.00
Subscriptions	✓	\$ 500.00	\$ 625.00	\$ 500.00	\$ 500.00	\$ 500.00
Testing & Evaluation Supplies	✓	\$ 5,000.00	\$ 625.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Textbooks	✓	\$ 1,000.00	\$ 1,500.00	\$ 2,000.00	\$ 2,000.00	\$ 3,000.00
Other Supplies & Materials	✓	\$ 2,000.00	\$ 2,500.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Total Supplies & Materials	\$ 27,000.00	\$ 15,500.00	\$ 13,125.00	\$ 17,750.00	\$ 19,625.00	\$ 24,500.00

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year	Fourth Fiscal Year	Fifth Fiscal Year
G. Capital Outlay						
Computer Hardware	\$ 8,000.00	\$ 10,000.00	\$ 5,000.00	\$ 3,000.00	\$ 10,000.00	\$ 15,000.00
Computer Software		\$ 2,500.00	\$ 2,500.00	\$ 1,000.00	\$ 5,000.00	\$ 5,000.00
Office Furniture & Equipment		\$ 1,000.00	\$ 1,500.00	\$ 1,000.00	\$ 2,000.00	\$ 2,500.00
Instructional Furniture & Equipment		\$ 1,000.00	\$ 1,500.00	\$ 1,000.00	\$ 2,000.00	\$ 2,500.00
Vehicles						
Land Purchases						
Improvements \$ Alterations						\$ 10,000.00
Other Capital Outlay		\$ 5,000.00	\$ 5,000.00		\$ 10,000.00	\$ 25,000.00
Total Capital Outlay	\$ 8,000.00	\$ 19,500.00	\$ 15,500.00	\$ 6,000.00	\$ 29,000.00	\$ 60,000.00
H. Other Expenditures						
Audit Expense	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 7,000.00	\$ 7,000.00
Dues & Fees (Handling Fee Region 1)	\$ 14,800.00					
Judgments						
Debt Services			\$ 100,000.00	\$ 75,000.00		
Travel Expense/Mileage	\$ 1,000.00	\$ 2,500.00	\$ 2,500.00	\$ 3,000.00	\$ 4,000.00	\$ 4,000.00
Reimbursement						
Field Trips				\$ 3,000.00	\$ 4,000.00	\$ 6,000.00
Payment to an EMO						
BSU Administrative Fee	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Total Other Expenditures	\$ 25,800.00	\$ 12,500.00	\$ 112,500.00	\$ 91,000.00	\$ 19,000.00	\$ 21,000.00
TOTAL EXPENDITURES						
	\$ 572,658.00	\$ 715,182.00	\$ 954,422.00	\$ 971,573.00	\$ 1,026,237.00	\$ 1,185,139.54
REMAINING CASH BALANCE (DEFICIT)						
	\$ 119,292.00	\$ 376,244.00	\$ 164,322.00	\$ 161,249.00	\$ 213,762.00	\$ 255,622.46

Attachment 29d – Facility Form

Neighbors' New Vistas High School

Facilities Plan

- A. School district in which the school will locate: Portage Township School Corporation #6550
B. Geographic preference within the district: We only have one building.
C. Address (if a site has been secured): 5391 Central Avenue, Portage, Indiana.
D. Does the school plan a stand-alone facility or will the school co-locate with another organization?
Neighbors' New Vistas High School will be located in the same building as the Portage Adult Learning Center (GED, ABE, and ESL classes) and other programs offered by Neighbors' Educational Opportunities, Inc. (NEO). NEO also sub-leases 6 classrooms (not used by NNHHS) to the Valparaiso Area Apprenticeship Advisory Council and Ivy Tech Community College. The Portage Food Pantry occupies the basement and sublets directly from Portage Township Schools. The building is an official GED Testing Site, a designated voting site, and an American Red Cross Blood Drive site.

The information below pertains only to the facility space to be used by the high school.

Space	Year One		Year Two		Year Three	
	Number	Average Size (in feet)	Number	Average Size (in feet)	Number	Average Size (in feet)
Classrooms	7	25 x 30	9	25 x 30	10	25 x 30
Offices	3	20 x 25	3	20 x 25	4	20 x 25
Meeting/ Counseling	1	20 x 25	1	20 x 25	1	20 x 25
*Gym/Physical Fitness	1	50 x 100	1	50 x 100	1	50 x 100
Kitchen - "Campus Café"	1	15 x 15	1	15 x 15	1	15 x 15
*Dining	1	25 x 30	1	25 x 30	1	25 x 30
*Performance / Auditorium			1	25 x 30	1	25 x 30
Library			1	25 x 30	1	25 x 30
Media			1	25 x 30	1	25 x 30
Hallways	4	15 x 90	4	15 x 90	5	15 x 90
Locker Spaces	NA		NA		NA	
Restrooms	5	20 x 15	5	20 x 15	6	20 x 15
Total Square Footage	20,125square feet		22,375 square feet		26,775 square feet	
	Year One		Year Two		Year Three	

Neighbors' New Vistas High School plans to use one classroom as the student "cafeteria" at lunch, for any student performances, the library, and the media center for the first year.

	Year One	Year Two	Year Three
Total Estimate Square Foot Requirements	20,125	22,375	26,775
Percent of budget dedicated to facility rental, mortgage, and construction / renovation	4.5%	3.7%	2%
Number of dollars per child dedicated to facility rental, mortgage, and construction / renovation	\$318	\$295	\$130*
Anticipated annual utility budget	\$25,200	\$28,500	\$14,850*

*NEO will shift some of the utility costs to the ABE program during Year 3, if necessary, to compensate for additional high school teacher salaries.

The facility is being leased from Portage Township School Corporation and is run independent of any religious organization.

Attachment 33 – Policy Regarding Organizer Governance

POLICY REGARDING GOVERNANCE OF NEIGHBORS' EDUCATIONAL OPPORTUNITIES, INC

September 1, 2011

Neighbors' Educational Opportunities, Inc., the organizer of the Neighbors' New Vistas High School, pursuant to I.C. 20-24, is in compliance with the Ball State Office of Charter Schools' ("OCS") Policy Regarding Organizer Governance.

1. Corporate Structure and Bylaws

Pursuant to I.C. 20-24-1-7 and this Policy, Neighbors' Educational Opportunities, Inc. (NEO) is properly incorporated as Indiana Nonprofit Corporations pursuant to I.C. 23-17 et seq. In addition to its Articles of Incorporation and evidence of incorporation from the Indiana Secretary of State, NEO has included proposed corporate bylaws with this Proposal.

2. Internal Revenue Service Determination

Pursuant to I.C. 20-24-1-7(1), NEO has been determined by the United States Internal Revenue Service ("IRS") to be operating under Section 501(c)(3) status and has included the following in Appendix A of this Proposal the following:

- (a) a complete copy of its Form 1023 application submitted to the IRS
- (b) the formal IRS determination of Section 501(c)(3) status

3. Education Management Organizations

NEO has not contracted with an education management organization. If, in the future, NEO enters a contractual relationship with an EMO, it shall provide OCS with a signed copy of its contract with the educational management organization. The terms of this contract shall comply with Ball State University's Office of Charter Schools Guidelines and Policy for Contracting with an Educational Management Organization. NEO understands that contracting with an educational management organization does not relieve NEO of its statutory obligations under I.C. 20-24 or of its responsibility to comply with this Policy Regarding Organizer Governance.

4. Compliance

NEO and Neighbors' New Vistas High School shall comply with all provisions of this Policy and shall be in compliance with Section 1 of the Policy at the time of charter renewal.

Attachment 34– Proposed Governing By-laws

BYLAWS
OF
Neighbors' Educational Opportunities

ARTICLE I
General

Section 1. Name. The name of the corporation is **Neighbors' Educational Opportunities, Inc.** (the "Corporation").

Section 2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 408 Lafayette, Valparaiso, Indiana 46383. The initial registered agent in charge of the initial registered office is Rebecca A. Reiner.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of 2011 and end on the last day of 2012 next succeeding. (Alternative is calendar year)

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 3, but no more than 9, 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 3 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, at least 1 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.

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.

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) days' notice, as described in Section 6 of this Article II, upon call by the Chair 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.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the 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.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be 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 least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (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 may be waived in 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.

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a

written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken.

1 **COMMENTARY:** The Organizer's governing board has the statutory responsibility, among others, to oversee and provide direction for the executive, fiscal, educational, administrative and management functions of the charter school. As such, it should conduct regular board meetings throughout the year at regularly scheduled times and at regularly scheduled intervals where possible. Special meetings can be scheduled by the board as necessary to address unique issues which may arise in the charter school's operations. It is the experience of Ball State University that successful governing boards generally conduct between eight (8) and twelve (12) regular meetings per year. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

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 Chair, 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 Chair, 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 4?? consecutive meetings or from at least 33 1/3 % percent 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 ? , a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, 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. 22

Section 2. President?. The President 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 President shall perform such other duties as the Board of Directors may prescribe.

Section 3. 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.

Section 4. 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.

Section 5. 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 two (2) 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. -

ARTICLE VII

Contracts, Checks, Loans, Deposits and Gifts

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

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

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

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

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

ARTICLE VIII

Amendments

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

Neighbors Educational Opportunities, Inc.,
Attachment to Articles of Incorporation

Purposes

1. Neighbors Educational Opportunities, Inc., is a nonprofit corporation organized pursuant to the laws of the State of Indiana (hereafter, the “Corporation”). The Corporation is organized exclusively for charitable, scientific, and educational purposes as defined in Section 501(c)(3) of the Internal Revenue Code (the “Code”). These activities shall include but not be limited to acquiring by gifts and donations funds to be donated to other charitable entities as defined in Section 501(c)(3) and shall also include: the development and operation ofa fully accredited charter high school as provided by the Indiana Department of Education through sponsorship by Ball State University. [ADD Specific Purposes here]

Other Provisions, including those for the distribution of assets upon dissolution

2. No part of the net earnings of the Corporation shall inure to the benefit of any director of the Corporation, officer of the corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no director, officer or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

3. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

4. The Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code and its regulations as they now exist or as they may hereafter be amended, or by an organization, contributions to which are deductible under 170(c)((2) of the Code and regulations as they now exist or as they may hereafter be amended.

5. In the event of dissolution or the winding up of its affairs, all of the remaining assets and property of the Corporation shall, after necessary expenses thereof, be distributed to another organization exempt under Section 501(c)(3) of the Code, or the Federal government, or state or local government, for a public purpose as the Board of Directors may determine. In no event shall any such assets or property be distributed to any director, officer or any private individual.

6. In any taxable year in which the Corporation is a private foundation as described in Section 509(a) of the Code, the Corporation shall distribute its income for said period at such time and in such manner as not to subject it to tax under Section 4942 of the Code, and the Corporation shall not (a) engage in any act of self-dealing as defined in Section 4941(d) of the Code; (b) retain any excess business holdings as defined in Section 4943(c) of the Code; (c) make any investment in such manner as to subject the Corporation to tax under Section 4944 of the Code; or (d) make any taxable expenditures as defined in Section 4945(d) of the Code.

ADMISSIONS POLICY

Neighbors' New Vistas High School (NNVHS) is a free public school open to all eligible candidates subject to space and staff availability. No student or applicant at NNHHS shall, on the basis of ethnicity, religion, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity.

Students residing in the state of Indiana are eligible to attend NNVHS. There are NO in-state geographic boundaries.

Applications:

Our staff will be trained to direct callers inquiring about our programs to either visit our website <http://www.neoadulted.org> and click on "Enrollment" to access all pertinent information or stop by to pick up the enrollment applications.

The text on the website will appear more or less as follows:

Applications for the 2012-20113 school year will be accepted beginning July 2, 2012.
Applications may be submitted electronically via email, mailed or faxed to the following:

Email

registrations@neoadutled.org

Mail

NNVHS
Neighbors' Portage Adult Education Center
5391 Central Avenue
Portage, IN 46369

Fax

(219) 840-4445

Click [here](#) to download the enrollment application form.

If you cannot complete the electronic signature portion in the downloadable PDF from above, you can sign it upon confirmation of enrollment. This will not affect your application submission date.

Waiting List

A waiting list will be established for applications not selected in the lottery. The position on the waiting list will be determined during the initial lottery process for applications received before the application deadline. Applications received after the deadline will be placed on the waiting list in the order received. Preference will be given to siblings of existing students. Applicants will be notified of their position on the waiting list and spaces will be filled in numerical order from the list.

ENROLLMENT PAPERWORK

1. Signed Student Application. If you sent your application via e-mail and it was NOT signed, you need to print a copy, sign it, and turn it in. If you do not have a copy of your application, please visit our website, (Click [here](#) to download the enrollment application form.)
2. Emergency Contact form. Please complete one for each student attending from your family. This information will be held in our office, accessible to staff in case of an emergency. Download form [here](#).
3. Copy of each child's Birth Certificate.
4. Proof of Indiana Residency. This may be a utility bill or similar document that shows current name and address. This may not be a driver's license.
5. Release of Student Records form. This form must be filled out for every student. This form allows your student's current school to release their records to NNHHS and allows our school to complete required reporting to the Indiana Department of Education. Download form [here](#).
6. Copy of current IEP (Individualized Education Plan) or BIP (Behavior Intervention Plan), if applicable. If you have a copy to share, please do. If you do not, NNHHS will obtain a copy from your child's current school.
7. Copy of official transcripts from the last school attended.

If any additional paperwork is required before the school year begins, student and/or parents will be notified. In some instances, students participating in the Career Pathways Program will need to provide the Department of Workforce Development (DWD) with their Social Security Number.

Note: Any forms to download referred to in the above narrative section are attached for viewing. They will also be available online at <http://www.neoadulted.org> when the time is appropriate.

Attachment 36 – Discipline Policy

NEIGHBORS' NEW VISTAS HIGH SCHOOL DISCIPLINE POLICY

Please Note: This is a work in progress. Much of this has been copied or adopted from the East Porter County Policy Manual. Upon being granted the charter to run NNVHS, the NEO board, director, NNVHS Principal and staff will review, revise, and adopt a final NNVHS Discipline Policy.

All Neighbors' New Vistas High School employees and students must adhere to the school's discipline policies that are in compliance with Indiana Code 20-33-8 and with HEA 1419 and Indiana's Model "Evidenced Based Plan for Improving Behavior and Discipline within Schools."

NNVHS Discipline Policy has been designed to promote knowledge and learning in an orderly, effective, and safe school environment and secures the freedom of expression for all members of the school community. This policy promotes academic and lifestyle expectations that are conducive to the mission, purpose, and core philosophy of the school.

In the event that students' decisions and choices are contrary to school expectations and standards, students will be held accountable and consequences will be imposed.

Disciplinary Assumptions

NNVHS Discipline Policy was written with the following assumptions in mind:

- A. Students will be responsible for knowing and adhering to schools rules and regulations and following instructions given by school faculty and staff.
- B. Students must obey all local, state, and federal laws.
- C. Students must respect the individual rights of faculty, staff, administration, and fellow Students to attend the school, have the right to learn, and be free from threat or danger.
- D. Students' conduct must contribute to the development and maintenance of a purposeful, respectful, supportive, and cooperative school community.

Disciplinary Outcomes

The policy exists to promote the following outcomes for students:

- 1. Discipline should promote and demonstrate student accountability for their actions.
- 2. Discipline result in a positive alteration of the addressed behavior.
- 3. Discipline should make sense and provide an appropriate consequence for the addressed behavior, resulting in students gaining feedback that will aid them in making better decisions in the future.

Disciplinary Infractions

Any of the following activities, or the aiding, abetting, inciting, encouraging or supporting of any of the following activities constitutes misconduct for which a student found to be in violation may be subject to administrative action or disciplinary penalty, in addition to any civil action that may be appropriate. These disciplinary sanctions include a warning, detention, suspension, probationary status, and expulsion from school.

Additionally, a student may be suspended or expelled and/or may lose driving privileges, for violating school rules or policies or engaging in unlawful activity on or off school grounds under the following conditions:

- On school grounds immediately before, during, or immediately after school hours, or at any other time when the school is being used by a school group.
- Off school grounds at a school activity, function, or event.
- Traveling to or from school or a school activity, function, or event.

Obligation of Students to Report

School safety is an obligation to students, as well as staff. Students are required to report knowledge of dangerous items and threats of violence by students or staff to an administrator, faculty or staff member. Information received by students regarding safety issues will always be treated in a confidential way.

Definition of Terms

“Warning” is a statement cautioning a student against repeated infractions.

“Detention” is defined as the act of requiring the student to spend time beyond regular school hours as a disciplinary consequence. Detention may include time before or after school, or during a lunch hour, or on days when school is not normally in session. The duration of the detention may be different depending on the grade level of the student.

“Suspension” refers to any disciplinary action whereby a student is separated from school attendance for a period of not more than ten (10) school days. Suspension does not include situations where a student is:

1. Disciplined under IC 20-33-8-25;
2. Removed from school in accordance with IC 20-34-3-9; or
3. Removed from school for failure to comply with the immunization requirements of IC 20-34-4-5.

“Probationary status” is when a student has repeated infractions or has violated a more serious infraction. A probationary status states a specific period, stipulated behavior that may not be repeated during the period, and indicates possible consequences if the behavior terms are not followed.

“Expulsion” is defined as a disciplinary or other action whereby a student:

1. Is separated from school attendance for a period in excess of ten school days;
2. Is separated from school attendance for the balance of the current semester or current year unless a student is permitted to complete required examinations in order to receive credit for courses taken in the current semester or current year; or
3. Is separated from school attendance under IC 20-33-8-3, which may include an assignment to attend an alternative school, an alternative educational program, or a homebound educational program.

Expulsion does not include situations where a student is:

1. Disciplined under IC 20-33-8-25;
2. Removed from school in accordance with IC 20-34-3-9; or
3. Removed from school for failure to comply with the immunization requirements of IC 20-34-4-5.

NNVHS's Graduated System of Discipline

The Neighbors' New Vistas High School will employ a graduated system of discipline. We will always respond to a student's misconduct with the lowest level of intervention needed. Please understand that a response to a student's violation of a conduct rule may not necessarily follow from Level 1 to Level 6. A student's violation of a conduct rule may be so severe that the consequences of Levels 4, 5, or 6 may be immediately imposed.

The graduated level of discipline that may be applied to each conduct rule is shown in the table of Conduct Rules that follows. The consequences will be responsive to the student's comprehension of the rules, which is most often age dependent, and any previous disciplinary actions. The consequences for violations of student conduct rules may include:

Level 1 – Conference/Parent Contact

Staff members may initiate and conduct a conference or make contact with any combination of the following:

- a) Teacher/student, teacher/parent
- b) Teacher/counselor, teacher/student/administrator
- c) Teacher/student/counselor/parent
- d) Administrator/parent
- e) Administrator/student/parent
- f) Teacher/student/administrator/parent
- g) Letter to parent
- h) Telephone contact with parent

Level 2 – Intervention Options

- a) Referral to school counselor or student services specialist.
- b) Temporary removal of the student from class.
- c) Detention – Detaining a student before, during, or after school hours for disciplinary reasons.
- d) School Behavior Agreement with student/parent – A written statement listing the steps to be taken to improve behavior or attendance. The statement also describes the support to be provided by school staff and/or parents as well as the day when the contract will be reviewed.
- e) Restricted Activity – The denial of participation in school activities or extra-curricular events.
- f) School/Community Service – Assignment of student to perform community service.
- g) Suspension of parking permit.
- h) Suspension of driver's license – A student's license may be suspended by the state for truancy after the second out-of-school suspension, or at the time of expulsion.
- i) Suspension of work permit.
- j) Lunch / break restrictions.
- k) A combination of any Level 1 and Level 2 option.
- l) Other options as discussed among parents, teachers, and administrators.

Level 3 – In-School Alternatives

- a) Placement of a student in an in-school suspension setting for one-half day or more.
- b) Placement of a student in a different class.
- c) Placement as outlined above and in combination with Levels 1 and 2 consequences.

Level 4 – Out-of-School Suspension (1-10 days per occurrence)

- a) Suspension with parent conference.
- b) Suspension with parent conference and probationary agreement.
- c) May be in combination with Levels 1, 2, and 3 consequences.

Level 5 – Alternative Consequences/Programs

- a) School probation with modified schedule.
- b) School probation with community service.
- c) School probation with counseling.
- d) School probation with referral to a community agency such as juvenile court.
- e) School probation may be in combination with Levels 2, 3, and 4 consequences.
- f) Placement in alternative setting with the local school setting.
- g) Placement in alternative school.

Level 6 – Suspension / Expulsion

- a) Suspension with recommendation for expulsion.
- b) Recommendation for expulsion without suspension.
- c) Suspension/manifestation determination/expulsion recommended.

A student may be suspended or expelled and/or may lose driving privileges, for violating school rules or policies or engaging in unlawful activity on or off school grounds under the following conditions:

- On school grounds immediately before, during, or immediately after school hours, or at any other time when the school is being used by a school group.
- Off school grounds at a school activity, function, or event.
- Traveling to or from school or a school activity, function, or event.
- During evenings, weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.
- If the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function.
- If the student's removal or loss of driving privileges is necessary to restore order or protect persons on school property.

Suspension/Expulsion

A student may be suspended from school for a period of one to ten days per occurrence during a school year. A student may be expelled from school for a period no longer than the remainder of the current semester plus the following semester, with the exception of a violation of a deadly weapon, destructive device, or firearm possession as listed under grounds for expulsion in this policy. Subject to the procedural requirements of IC 20-33-8-14 et seq., the following are grounds for student suspension or expulsion:

- A. Student misconduct
- B. Substantial disobedience

Disruptive Students

Recognizing that the behavior of some students may be so disruptive that it interferes with school purposes or educational functions of the school corporation, school officials may find it necessary to remove a student from his/her class or from the school. In this event, and in accordance with the provisions of IC 20-33-8, the NEO Board of Directors authorizes administrators and staff members to take the following actions:

- A. A school principal may deny a student the right to attend school or take part in any school function for a period of up to ten school days per occurrence.
- B. If a teacher removes a student from a class, the principal may place the student in another appropriate class of placement or into in-school suspension. The principal may not return the student to the class from which the student was removed until the principal has met with the student, the student's teacher, and the student's parents to determine an appropriate behavior plan for the student. If the student's parents do not meet with the principal and the student's teacher within a reasonable amount of time, the student may be moved to another class at the principal's discretion.

STUDENTS ARE ADVISED THAT THERE ARE SOME VIOLATIONS FOR WHICH THEY MAY BE SUSPENDED OR EXPELLED EVEN ON THE FIRST VIOLATION.

These include, but are not limited to, violations of school rules and regulations involving drugs, alcohol, theft, harmful pranks, vandalism, blatant insubordination, falsification, physical/emotional threats, abuse and acts to self and/or others, criminal activities, and aiding and abetting miscreant behavior of others.

Students who have been suspended or expelled are not permitted to attend or participate in any extra-curricular events during the term of the suspension or expulsion. any East Porter student, team, club, or student group is participating

Discipline Procedures for Students with Disabilities

Students with disabilities are subject to the discipline rules adopted by the board of school trustees and, therefore, may be suspended or expelled for any violation(s) of the rules for which nondisabled students could also be suspended or expelled. In accordance with IC 20-33-8 and 511 IAC 7-44, administrators may take the following discipline actions:

Suspension

A suspension is defined as a unilateral, temporary removal of a student from the student's current placement. A short-term removal of a student pursuant to the student's individualized education program is not a suspension. An in-school suspension is not considered a suspension as long as the student is provided both general education and special education services consistent with the student's individualized education program and the student is allowed to participate with nondisabled students as the student would have in the student's current placement.

A student with disabilities may be suspended up to ten (10) consecutive instructional days for a violation of school rules. Additional suspensions of up to ten (10) consecutive instructional days for each separate act of misconduct are permissible in the same school year as long as the suspensions do not constitute a pattern of removals from the student's current placement.

Before a student with disabilities can be suspended, the student must be afforded the same due process procedures provided to a nondisabled student.

Educational services do not have to be provided to a student with disabilities during the first ten (10) cumulative instructional days of suspension if educational services are not provided to nondisabled students who have been similarly suspended. Beginning on the 11th cumulative instructional day of suspension in a school year, a student with disabilities shall be provided educational services. The principal and the student's special education teacher shall determine the services that will be provided to the student.

Whenever a student with disabilities has been suspended for more than ten (10) cumulative instructional days in a school year, a case conference committee meeting must be convened for the purpose of reviewing the student's behavior and developing a behavioral intervention plan. If a behavioral intervention plan already exists, the plan and its implementation must be reviewed.

Expulsion

An expulsion is defined as the temporary removal of a student from the student's current placement for more than ten (10) consecutive instructional days. An expulsion also includes a series of suspensions totaling more than ten (10) cumulative instructional days that constitutes a pattern of removal from the student's current placement.

Before a student with disabilities can be expelled from school, the case conference committee must meet to review the student's behavior and develop a behavioral intervention plan or review an existing plan and its implementation. The case conference committee must also review the relationship between the student's disability and the misconduct. If the case conference committee determines the student's behavior was a manifestation of the student's disability, the student may not be expelled. If the committee determines the behavior of the student was not a manifestation of the student's disability, the superintendent may appoint an expulsion examiner

who will conduct the same expulsion proceedings afforded to non-disabled students. The parent of the student with disabilities may request a due process hearing, mediation or both in accordance with Article 7 to challenge the manifestation determination of the case conference committee.

While expulsion (or a challenge to the manifestation determination) proceedings are pending, a student with disabilities must remain in the student's current placement unless the parent of the student agrees to a removal of the student from the current placement.

If a student with disabilities is expelled, the student must be provided educational services during the period of expulsion. The case conference committee determines the extent of the educational services that will be provided during the expulsion period and where the services will be provided.

Expulsion for Weapons or Illegal Drugs

If a student with disabilities either carries a weapon (including a firearm) to school or a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, the student may be placed in an interim alternative educational setting for no more than forty-five (45) instructional days. A case conference committee must determine the appropriate alternative educational setting for the student and the educational services the student will receive in the alternative educational setting. A parent of a student with disabilities may request a due process hearing, mediation or both under Article 7 to challenge the interim alternative educational setting, but pending the determination of the hearing officer, the student must remain in the alternative setting. A student may not be placed in an alternative setting for longer than 45 instructional days unless the parents and the school agree to a shorter or longer period of the alternative placement. The case conference committee must review the student's behavior and develop a behavioral intervention plan or review an existing plan and its implementation. The committee must also review the relationship between the student's disability and the misconduct. If the case conference committee determines the student's behavior was a manifestation of the student's disability, the student may not be expelled. If, however, the committee determines the behavior of the student was not a manifestation of the student's disability, the superintendent may appoint an expulsion examiner who will conduct the same expulsion proceedings afforded to nondisabled students. The parent of the student with disabilities may also request a due process hearing, mediation or both in accordance with Article 7 to challenge the manifestation determination of the case conference committee.

If the student with disabilities is expelled, the student must be provided educational services during the period of expulsion. The case conference committee determines the extent of the educational services that will be provided during the expulsion period and where the services will be provided.

Removal From Placement Because of Likely Injury

If a student with disabilities has been suspended or expelled and the school believes returning the student to the educational placement the student was in prior to the suspension or expulsion is substantially likely to result in injury to the student or others, the school may request a hearing

under Article 7 to determine an appropriate placement for the student. An independent hearing officer may order a change in the student's current placement to an interim alternative educational setting for up to forty-five (45) instructional days.

Injunctive Relief

School officials may seek injunctive relief from a court to remove a student with disabilities from school or to change a student's placement if the school believes that maintaining the student in the student's current placement is substantially likely to result in injury to the student or others.

**These procedures are limited to the discipline of students with disabilities as identified under 511 IAC 7-40 and are not intended to be used as a substitute for the discipline procedures set forth in 511 IAC 7-44-1 et seq.*

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Neighbors' New Vistas High School Health and Safety Measures

This is a work in progress ready for review, revision, and adoption once the charter is granted.

Neighbors' New Vistas High School is committed to providing a healthy and safe environment for its students and faculty. This mission is a key component of nurturing individual well-being and readiness to learn. Through the combined efforts of NEO's director and board and the school's principal, registrar, teachers, volunteers, community agencies, and contractual services, the school will ensure that the necessary personnel, training, and resources are available to carry out this goal. The school will have procedural policies in place to guarantee that the following areas are properly addressed:

A. Immunizations and Other Health Requirements:

Neighbors' New Vistas High School's principal and registrar will ensure that all students and parents are aware of the health requirements outlined by Indiana Code 20-34-4 and in the school's policy book. They will ensure that these requirements are met and documented properly. The registrar will substantiate that all appropriate health records exist and are handled and filed according to The Family Educational Rights to Privacy Act (FERPA) regulations. Accurate, up-to-date records will be a requirement for enrollment; parents and students will be expected to work with the school's registrar to provide these records. As provided in 20-34-4, the principal may grant a twenty-day waiver to allow attendance while efforts are made to secure all proper documentation. The registrar will assist families who have legitimate financial hardships or other needs in meeting compliance regulations. All staff will be trained to refer any questions of legal course of actions to the director who will work with legal counsel for guidance.

Students and parents will have access to the schools health and safety guidelines, policies, and regulations in the NNVHS Student and Parent Handbook (Attachment 49) and on the schools website. These will be updated and reviewed annually. Among the issues identified in the handbook will be required immunizations, information about the H1Ni Virus, and disbursement of medications. If needed, additional communication between the school and parents and students will be conducted through emails, phone, and letters. The director will work closely with the County's Health Department, North Shore Health Clinic, HealthLinc Community Health Center, and other health agencies to stay abreast of health issues, resources, and practices.

B. Proper Handling of Medical Records:

Neighbors' New Vistas High School staff, under the supervision of the assistant director will follow the procedures for handling medical records in Title One, Chapter 31, Subchapter 3, Part 4 of FERPA.

C. First Aid and Emergencies:

The director will work with the school's professional development team to assess need and implement training for specific staff members to be in compliance with the requirements of Indiana Code 20-28-5-3, as added by Public Law 166-2007. Each year, as part of the summer professional development days, all staff will successfully complete training in the following areas:

- Cardiopulmonary resuscitation
- Removing an obstructing, foreign body from an airway
- The Heimlich Maneuver
- Basic First Aid

The school will follow all provisions stipulated in Indiana Code 20-85-5-3 with regards to newly hired employees. The costs involved in such trainings will be paid for out of the school's professional development budget.

Minor incidents, such as scraped knees and bloody noses, will be treated by staff with a basic first-aid kit that will be kept in a readily- accessible location on the premises. All staff will be required to be trained in basic first aid procedures. The school plans do not include provisions for an on-site school nurse at this time. This need, along with other issues pertaining to health and safety issues, will be evaluated regularly as part of the school's strategic plan and annual internal evaluation procedure by the director and staff.

D. Medications and medical treatments for students

The school will have clear policies pertaining to on-site possession and disbursement of medications. Students needing prescription medications must bring the medication and a note from the prescribing physician detailing the dosage and frequency. Students, under the age of 18, requiring non-prescription medications must bring the medication and a note from their parent detailing need, dosage, and frequency to the office. The director will designate a school employee to log and disburse all medications. The medical log will be considered a confidential medical record and said employee will follow FERPA procedures for handling this information.

Additional medical treatments will be handled case by case in accordance with school policy and FERPA regulations. Designated private spaces will be provided when necessary and any additional staff training will be provided to the staff member administering such treatments.

E. Hearing and Vision Screening of Students:

Neighbors' New Vistas High School will contract with North Shore Health Clinic or Porter County Educational Interlocal to provide the hearing screenings required for all students in grade 10 as specified in IC 20-34-3-14. There will be no contracted services for vision screening as IC 20-34-3-12 excludes students in grades 9-12 from this requirement.

F. Other Health Requirements:

The health and safety of its students and staff is integral to the school's mission of providing a school environment conducive to student learning and success. The school will refer to the comprehensive framework, rules, and regulations for all school health and safety measures stipulated in IC 20-34-3. The school will cultivate a close working relationship with area health providers to effectively advise our students about available resources.

G . Safety Issues:

The director and principal will work with the school's custodians to ensure that all additional safety precautions and procedures are addressed. The school will have monthly fire drills. Additionally, the school will have a tornado and/or other disaster (natural and/or manmade) drills once each semester as required under IC 30-34-3-20. The school's custodian will be responsible for conducting monthly assessments of the building's compliance with safety regulations. All staff will be mindful of bringing any potential health or safety issues to the director.

H . Nutritional Issues:

The school will contract with a local food-service vendor who is qualified to ensure safe delivery of a variety of healthy breakfast items (fruit, yogurt, milk, granola bars, etc.) and lunch items (to be determined). The principal will consult with district or area nutritionists who will advise on menu and vending machine choices. When possible, the director will contract with the nutritionist to speak to students about making personal healthy choices. The school plans on working closely with community health providers to offer additional nutritional counseling services to students and staff who are interested in them.

I. Religious Objections: Students may not be required to undergo specific tests, examinations, immunizations, or treatment required under IC 20-34-4 if the student's parent objects on religious grounds. A religious objection does not exempt a child from any testing, examination, immunization, or treatment required under this chapter or IC 20-34-4 unless the objection is:

- (1) made in writing;
- (2) signed by the child's parent; and
- (3) delivered to the child's teacher or to the individual who might order a test, an exam, an immunization, or a treatment absent the objection.

J. Exception for Student's Health:

If a physician certifies that a particular required immunization is or may be detrimental to a student's health, the student may forgo said requirement as per P.L. 1-2005, Sec. 18, until the immunization is found no longer detrimental to the student's health.

Attachment 38 – School’s Leadership and Teacher Employment Policies

NEO will hire only teachers who are eligible to be classified as “highly qualified” (as defined by the *No Child Left Behind Act (NCLB)*) by the end of the first school year. All teachers will be licensed by the State of Indiana to teach in the area for which they are employed or contracted in accordance with Indiana Professional Board of Standards or other certification entities. A current Indiana State Teacher’s License will be held by all teachers and all applicants’ credentials will be verified before employment is confirmed. Additionally, all full-time teachers will be required to update their skills by participating in professional development opportunities and taking the required six hours of course work every five years as required for licensing in the state of Indiana.

The current staff of the Portage Adult High School is comprised of highly qualified and experienced teachers. Neighbors’ Educational Opportunities, Inc. will post positions in-house prior to public posting of openings at the NNVHS. Additional recruiting will be conducted at educational fairs and by contacting various student - teacher supervisors at Valparaiso University, Indiana University, Ball State University, and Purdue University. NEO will also advertise potential openings on the Indiana Department of Education’s online “PEER” site.

Since this school is expecting to serve a number of at-risk, racially diverse and possibly older students from at least a two-county area, it is crucial that staff be flexible, empathetic, and able to adapt to various learning styles. We expect teachers to employ numerous teaching strategies, including differentiated learning, cooperative learning, service learning, or any other educational strategies proven to lead to student success. Teachers also will be required to create authentic assessments that back up their curricular decisions. A premise of the school will be to use creative instructional strategies and adapt teaching to the special needs of the particular student population. This requires flexibility on the part of the teaching staff. In hiring teachers, Neighbors’ New Vistas High School will seek individuals with backgrounds in alternative and non-traditional education. Excellent classroom management skills also are essential to this program.

All full-time teachers staff members will be employees of Neighbors Educational Opportunities, Inc. Special services, including but not limited to special education, will be contracted through the Porter County Educational Interlocal or other area agencies. These services may include speech and hearing therapy, psychological testing, counseling and others, as required. Neighbors’ New Vistas High School will employ one full-time special education teacher on site.

develop curriculum that is aligned with Indiana’s Academic Standards and demonstrates relevancy to the students’ lives. Teachers must be competent in designing and using a wide variety of assessment measures to inform instruction. These are detailed in the Sections E and I. NNVHS teachers must also

have the capacity to relate and respond to a diverse student population, possess effective time and classroom management skills, as well as the ability to work collaboratively as a team of teacher leaders. Top priority for NNVHS will be to have a staff of excellent, reflective practitioners who have effective communication skills and are committed to high standards and expectations.

Teacher certification, licensure, and other requirements-

- a. If applicable, describe how staff will be involved in the governance and management of the charter school.**

Administrators and teachers will be expected to work closely together. Faculty and staff will hold regular meetings to assess better ways of meeting student needs. Our philosophy of shared responsibility and leadership among our faculty and staff will lead to a more unified approach to education. We believe a team-approach to education benefits both student and faculty.

Additionally, because we perceive education as a holistic process in which students learn to relate their knowledge to all aspects of their lives, we wish to emphasize not only the acquisition of skills, but the integration of those skills into the students' lives by relating learning to their personal experiences. Teachers will strive to point out the real-life application of skills and materials to the students as they teach.

Attendance records would be entered into a database on a daily basis to ensure not only registration information but also to monitor student retention information. To eliminate the occurrence of low enrollment, the board would ensure that adequate marketing procedures were in place. Marketing procedures would target the entire Northwest Indiana area. The board would be responsible for meeting on a regular basis to look over attendance and retention data.

Teachers would also be part of the monitoring of attendance and retention. Keeping accurate records and monitoring students who display a tendency toward erratic attendance would be placed on contract. Parent involvement would also play a huge roll in the monitoring process.

**Neighbors' Educational Opportunities
Criminal Background Checks Policy**

Draft created on August 20, 2011

By August 1 of the year in which the Charter School is scheduled to commence operations, the Neighbors' Educational Opportunities, Inc. will require criminal history checks for members of NEOS's Board of Directors, the Neighbors' New Vistas High School's administrators, teachers, other staff, volunteers, contractors and employees of contractors providing services to NNVHS. NEO's policy shall be consistent with applicable law, the Charter, and with Ball State University's Charter School Policy Regarding Criminal Histories.

A. PROVISIONS REGARDING GOVERNING BODY OF ORGANIZER

1. No member of NEO's governing body shall have been convicted of any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing.

2. NEO will obtain, within sixty (60) days of the effective date of the execution of the Charter, an expanded criminal history check, as defined in I.C. 20-26-2-1.5, on each current member of the NEO's governing body, after obtaining any necessary consent from the individual member. Any individual that has been convicted of any of the following acts shall be prohibited from serving on NEO's governing body, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing:

- a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction; or
- b. The offense of theft, misappropriation of funds, embezzlement, misrepresentation, or fraud in any jurisdiction.

3. NEO will obtain, at least fourteen (14) days prior to the approval of any prospective new member of NEO's governing body, an expanded criminal history check on the prospective new member, after obtaining any necessary consents from the prospective member. Any individual that has been convicted of any of the following acts shall be prohibited from serving on the Organizer's governing body, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing:

- a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction; or
- b. The offense of theft, misappropriation of funds, embezzlement, misrepresentation, or fraud in any jurisdiction.

B. PROVISIONS REGARDING CHARTER SCHOOL ADMINISTRATORS, TEACHERS, OTHER STAFF, VOLUNTEERS, CONTRACTORS AND EMPLOYEES OF CONTRACTORS

1. NEO's policy on criminal background checks also applies to each of the following individuals and entities:

- a. any person employed or seeking employment with NNVHS;
- b. any person employed or seeking employment with an entity with NNVHS contracts for services;
- c. any individual that is contracted, or who seeks to enter a contract, to provide services to NNVHS;
- d. any individual volunteering or seeking to volunteer with NNVHS,

if the individual is likely to have direct, ongoing contact with students, under the age of 16, within the scope of the individual's employment, or within the scope of performing under a contract providing services to NNVHS.

2. NEO's proposed policy shall be consistent with I.C. 20-26-5-10 which is made applicable to charter schools by I.C. 20-24-8-5, and shall provide for the obtaining of an expanded criminal history check, as defined in I.C. 20-26-2-1.5, of the individuals identified in Section C.1 of this Policy in the manner and to the full extent provided for by I.C. 20-26-5-10. In this regard, consistent with I.C. 20-26-5-10, the proposed policy should provide for obtaining the expanded criminal history checks on individuals identified in Section C.1 of this Policy before or not later than three (3) months after the individual's association with the Charter School as either an employee, an employee of a contractor, an individual contractor, or a volunteer who is likely to have direct, ongoing contact with children within the scope of the individual's employment, or within the scope of performing under a contract providing services to NNVHS.

3. NEO will provide that any individual subject to the proposed policy that has been convicted of any of the following acts shall be prohibited from employment with NNVHS or with an entity contracting with NNVHS to provide services, or from contracting individually with NNVHS to provide services, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing:

- a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction.

4. NEO must provide that any individual subject to the proposed policy may be required at the time the individual applies for employment or seeks to contract with the Charter School to answer questions concerning the individual's criminal history. This policy provides that the failure to answer honestly questions asked about the individual's expanded criminal history will constitute grounds for the termination of the individual's employment or contract.

5. Consistent with I.C. 20-26-5-11(c), NEO's policy provides that any individual subject to the proposed policy shall notify a designated position with NNVHS in the event the individual is,

during the course of the individual's employment or performance of a contract, convicted of any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction.

6. NEO's policy provides that any individual subject to the proposed policy may not be required by NNVHS to obtain an expanded criminal history check more than one (1) time during a (5) year period.

C.. PROVISIONS REGARDING RESULTS OF CRIMINAL HISTORY CHECKS

1. NEO provides that the results of criminal history checks must be submitted to the Office of Charter Schools upon written request of the Director of the Office of Charter Schools. In this regard, the Ball State University Office of Charter Schools shall be identified in the consent provided by the individual subject to the proposed policy as an authorized party to receive a copy of the results of the expanded criminal history check, or of any subsequently reported conviction as required by I.C. 20-26-5-11(c).

2. NEO's policy provides that the results of the expanded criminal history checks will be used in accordance with I.C. 10-13-3-29.

IC 20-26-5-10

Criminal history information policy; adoption; administration; requirements; costs

Sec. 10. (a) A school corporation, including a charter school and an accredited nonpublic school, shall adopt a policy concerning criminal history information for individuals who:

(1) apply for:

(A) employment with the school corporation; or

(B) employment with an entity with which the school corporation contracts for services;

(2) seek to enter into a contract to provide services to the school corporation; or

(3) are employed by an entity that seeks to enter into a contract to provide services to the school corporation;

if the individuals are likely to have direct, ongoing contact with children within the scope of the individuals' employment.

(b) A school corporation, including a charter school and an accredited nonpublic school, shall administer a policy adopted under this section uniformly for all individuals to whom the policy applies. A policy adopted under this section must require that the school corporation, charter school, or accredited nonpublic school conduct an expanded criminal history check concerning each applicant for non-certificated employment or certificated employment before or not later than three (3) months after the applicant's employment by the school corporation, charter school, or accredited nonpublic school. Each individual hired for non-certificated employment or certificated employment may be required to provide a written consent for the school corporation, charter school, or accredited nonpublic school to request an expanded criminal history check concerning the individual before or not later than three (3) months after the individual's employment by the school corporation. The school corporation, charter school, or accredited nonpublic school may require the individual to provide a set of fingerprints and pay any fees

required for the expanded criminal history check. Each applicant for noncertificated employment or certificated employment may be required at the time the individual applies to answer questions concerning the individual's expanded criminal history check. The failure to answer honestly questions asked under this subsection is grounds for termination of the employee's employment. The applicant is responsible for all costs associated with obtaining the expanded criminal history check. An applicant may not be required by a school corporation, charter school, or accredited nonpublic school to obtain an expanded criminal history check more than one (1) time during a five (5) year period.

(c) Information obtained under this section must be used in accordance with law.

As added by P.L.1-2005, SEC.10. Amended by P.L.121-2009, SEC.8.

IC 20-26-5-11

Use of information; notice of conviction of certain offenses

Sec. 11. (a) This section applies to:

(1) a school corporation; and

(2) an entity:

(A) with which the school corporation contracts for services; and

(B) that has employees who are likely to have direct, ongoing contact with children within the scope of the employees' employment.

(b) A school corporation or entity may use information obtained under section 10 of this chapter concerning an individual's conviction for one (1) of the following offenses as grounds to not employ or contract with the individual:

(1) Murder (IC 35-42-1-1).

(2) Causing suicide (IC 35-42-1-2).

(3) Assisting suicide (IC 35-42-1-2.5).

(4) Voluntary manslaughter (IC 35-42-1-3).

(5) Reckless homicide (IC 35-42-1-5).

(6) Battery (IC 35-42-2-1) unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.

(7) Aggravated battery (IC 35-42-2-1.5).

(8) Kidnapping (IC 35-42-3-2).

(9) Criminal confinement (IC 35-42-3-3).

(10) A sex offense under IC 35-42-4.

(11) Carjacking (IC 35-42-5-2).

(12) Arson (IC 35-43-1-1), unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.

(13) Incest (IC 35-46-1-3).

(14) Neglect of a dependent as a Class B felony (IC 35-46-1-4(b)(2)), unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.

(15) Child selling (IC 35-46-1-4(d)).

(16) Contributing to the delinquency of a minor (IC 35-46-1-8), unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.

(17) An offense involving a weapon under IC 35-47 or IC 35-47.5, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.

(18) An offense relating to controlled substances under IC 35-48-4, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.

(19) An offense relating to material or a performance that is harmful to minors or obscene under IC 35-49-3, unless ten (10)

years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.

(20) An offense relating to operating a motor vehicle while intoxicated under IC 9-30-5, unless five (5) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.

(21) An offense that is substantially equivalent to any of the offenses listed in this subsection in which the judgment of conviction was entered under the law of any other jurisdiction.

(c) An individual employed by a school corporation or an entity described in subsection (a) shall notify the governing body of the school corporation, if during the course of the individual's employment, the individual is convicted in Indiana or another jurisdiction of an offense described in subsection (b).

As added by P.L.1-2005, SEC.10.

Attachment 40 – Policy Regarding Conflict of Interest

From the NEO Bylaws

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.

Attachment 41 – Complaint Policy

Neighbors' New Vistas Complaint Policy

Neighbors' New Vistas High School will implement a complaint process for individuals and groups that will allow complainants to file their complaint with the Neighbors' Educational Opportunities Board of Directors when they believe that the school has violated a term of its charter with Ball State University or with any applicable law. It is the complainants responsibility to **verify** that the complaint is in violation of the law or terms of the charter.

If the complainant wishes to file a formal complaint with the Board of Directors, the school's complaint form may be submitted or the complainant may document, in writing the complaint, including all vital information to the complaint.

In addition to or instead of filing a formal complaint, the school invites issues or concerns to be raised directly with the executive director or principal. The director or principal will direct the complainant to the following process for addressing school-related concerns. However, if the director or principal evaluates that the issue is a legal on, he/she may request a formal complaint be filed or that the incident be reported to the proper authority.

These procedures will follow Indiana state code requirements.

Addressing school-related concerns

The NNVHS values direct communication with parents with regards to school related matters or personal matters that affect the student. The NNVHS staff and administration strive to develop an interactive and positive relationship with parents. The school pledges that it will respond to parents concerns in a timely, respectful, and appropriate way.

NNVHS asks parents to follow these procedures to address typical, non-urgent, concerns which deal with programs personnel, curriculum, and rules and policies:

1. Contact the person who is directly involved and schedule a time to meet.
2. If further action is deemed necessary, make an appointment with the next level supervisor.
3. If a resolution is not obtained at this level, schedule a meeting with the executive director or file a formal complaint.

This is a suggested "chain of command" that is recommended. However, NNVHS recognizes that there may be situations where it is appropriate to bypass this protocol and take the concern directly to the board or director.

Attachment 42 - Policy Regarding Special Education

Neighbors' New Vistas' High School Special Education Policy

As a condition of operating as a public school and receiving funding, the Neighbors' Educational Opportunities, Inc.(NEO) Board of Directors shall direct the executive director to plan, implement, and coordinate a special education program in accordance with Federal and State law. As a result, Neighbors' New Vistas High School will follow all policies and procedures for implementation of federal special education laws defined in the Individuals with Disabilities Education Act (IDEA), the Indiana State Board of Education Special Education Rules, Title 511, Article 7, Rules 32-47 enacted December 2010, and the 2002 No Child Left Behind Act.

NNVHS shall provide for a comprehensive, free and appropriate public education to all eligible educationally disabled students, unless they have completed the twelfth grade and been issued a diploma or have reached their twenty-second (22nd) birthday.

NNVHS will provide individualized education programs (IEPs) as a mechanism to assess and identify the needs of student with disabilities and to assign an appropriate educational service plan.

NNVHS shall provide related services and supplemental aids as designated in a student's IEP, or as the teacher, with the consent of the parent deems appropriate, that will promotes learning in a least restrictive environment.

The NEO Board shall enter into an agreement with the Porter County Educational Interlocal to provide any or all of the special education program.

The executive director, with approval from the Board, shall prepare any and all guidelines that will ensure effective implementation of the special education program.

Attachment 43 – Parental Access to Education Records

Neighbors' New Vistas High School Parental Access to Education Records

The Family Educational Rights and Privacy Act ("FERPA") ensures that parents and students have meaningful and reasonable access to their own educational records. They should also be assured that these records will be properly maintained, updated regularly by term, and accurate.

NNVS, in accordance with FERPA will grant students and parents (or assigned guardians) access to all educational records relating to that students identification, evaluation, and educational placement.

Also in accordance with FERPA, the school will:

- Gain prior written consent of parents (or of students who are 18 years or older) before releasing the educational records of their children
- Allow parents and students to inspect, review, and obtain copies of the student's educational records
- Allow parents the right to challenge the accuracy of said records
- Allow parent the right to object to the publication of directory information of that student

(The following is copied from the East Porter County School Policy Book. NEO will review and revise it)

NNVHS will follow the following procedure for a formal review of a student's record:

1. A written request must be presented to the principal or designee specifying the specific record or records which the parents wish to examine.
2. The interpretative or inspection session shall be made by mutual agreement between the school employees and the parent, but in no event more than 45 days after the submission of the written request.
3. A school official shall be present during such inspection session to assist interpretation of the record where it reasonably requires any professional interpretation.
4. In the event the parent are of the opinion that such records should be corrected or deleted, they shall advise the principal or the designated representative, and an attempt to make the necessary changes shall be made by the parents and the principal or designee through an informal conference or other comparable means.
5. In the event no agreement is reached, the parent or eligible student shall have an opportunity for a hearing with the superintendent to correct or delete the record by filing a statement of the correction requested.

Procedure for obtaining a copy of student records

1. Contact the school office and request a copy of the student's records.
2. A charge of 10 cents per page will be made for the expense involved in making the necessary copies.

Materials in a student's record file are treated as confidential and all proper protocol for handling of these records will be followed. Upon a student's withdrawal, transfer, or graduation, the student's files will be thinned to a designated "Permanent Record" standard.

Access to materials in a student's record file will be given to a student at age 18 or parent/legal guardian on request and to professional staff members authorized by the principal.

NNVHS will maintain the following types of records:

1. Pupil name, sex, grade level, rank, grade average upon graduation, address, phone number, date of birth, and social security number, and student test number (STN).
2. The name, address and occupation of parent/ guardian.
3. Basic academic data of a student's courses completed, credits earned, and course grade.
4. Number of days present and number of days absent.
5. All achievement test scores.
6. Intelligence or scholastic aptitude scores derived from group administered instruments.
7. Scores resulting from individually administered instruments such as SAT or ACT.
8. Pupil participation in extra-curricular activities, offices held, etc.
9. Suspension and expulsion records.
10. Retention recommendations.
11. School health, immunization and health examination records.
12. Written consent specifying the records to be released and to whom they were released.
13. Written record showing who examined the file, the date on which it was examined, and the purpose of examination.
14. Emergency information: Choice of physician and name of responsible adult other than parent in an emergency.

Attachment 44– Dissolution Procedures

from
**Neighbors Educational Opportunities, Inc.,
Attachment to Articles of Incorporation**

Other Provisions, including those for the distribution of assets upon dissolution

2. No part of the net earnings of the Corporation shall inure to the benefit of any director of the Corporation, officer of the corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no director, officer or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.
3. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.
4. The Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code and its regulations as they now exist or as they may hereafter be amended, or by an organization, contributions to which are deductible under 170(c)((2) of the Code and regulations as they now exist or as they may hereafter be amended.
5. In the event of dissolution or the winding up of its affairs, all of the remaining assets and property of the Corporation shall, after necessary expenses thereof, be distributed to another organization exempt under Section 501(c)(3) of the Code, or the Federal government, or state or local government, for a public purpose as the Board of Directors may determine. In no event shall any such assets or property be distributed to any director, officer or any private individual.
6. In any taxable year in which the Corporation is a private foundation as described in Section 509(a) of the Code, the Corporation shall distribute its income for said period at such time and in such manner as not to subject it to tax under Section 4942 of the Code, and the Corporation shall not (a) engage in any act of self-dealing as defined in Section 4941(d) of the Code; (b) retain any excess business holdings as defined in Section 4943(c) of the Code; (c) make any investment in such manner as to subject the Corporation to tax under Section 4944 of the Code; or (d) make any taxable expenditures as defined in Section 4945(d) of the Code.

In addition, NEO will follow all procedures pursuant to **IC 20-24-3-3 , Organizer's dissolution; disposition of remaining assets and funds including:**

Sec. 3. The organizer's constitution, charter, articles, or bylaws must contain a clause providing that upon dissolution:

(1) all remaining assets, except funds specified in subdivision (2), shall be used for nonprofit educational purposes; and

(2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution.

As added by P.L.1-2005, SEC.8.

The Board of Directors for Neighbors' Educational Opportunities, Inc., upon being granted the charter to this proposed school, will complete and submit to Ball State University a complete and specific Charter School Closure Plan. The plan will follow the format and guidance of the plan attached below.

Charter School Closure Plan

Item	Description of Required Actions	Responsible Party	Completion Date	Status
Immediate Board Actions				
1	Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring Designate School contact person(s) to send and receive communications from the VOA of MN; Designate employees or School Board members who will handle various aspects of winding up of School Operations. Provide contact information, and list of employees / School Board members and correspondent responsibilities to the VOA of MN. Instruct contact persons to heed notification requirements for time sensitive notifications, if any.			
2	Reserve Funds Segregate by School Board resolution in a separate checking account up to \$45,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation. Notifications and Further Actions			
Notifications and Further Actions				

3	<p>3 Notification of Parents / Guardians Within 10 days after charter revocation, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to the following:</p> <ul style="list-style-type: none"> date of the last day of regular instruction; cancellation of any planned summer school; notice to parents that enrollment of children in their district of residence or other school is mandatory under state law for children that are six years of age or older; optional inclusion of a listing of the names of charter, parochial, public and private schools in the area. offer of copies of student records before the CHARTER REVOCATION. <p>Provide the VOA of MN with a copy of the notice.</p> <p>4 Final Report Cards and Student Records Notice Within 7 days after CHARTER REVOCATION, provide parents / guardians with copies of final report cards and notice of where student records will be sent (the school district of the School's location) and specific contact information.</p> <p>The notice must advise the parent/guardian to contact the school where the student intends to enroll and to have the student's new school contact the School's district of location to have the student's educational records transferred to the new school.</p> <p>Provide the VOA of MN with a copy of the notice.</p> <p>5 Transfer of Student Records and Testing Material No later than 10 days after CHARTER REVOCATION send student records to the School's district of residence, including:</p> <ul style="list-style-type: none"> Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; student health / immunization records; attendance records; and all other student records. <p>All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports.</p>			
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	<p>As noted above, parents / guardians should be offered copies of students' records before CHARTER REVOCATION.</p> <p>Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to the School's district of location.</p> <p>To the extent that scores, etc. will come into existence after the CHARTER REVOCATION, arrangements should be made with the testing agent to forward such material to the district of location.</p> <p>The school should also send a set of Individual Student Reports to resident district and parents.</p> <p>6 Notification of School Districts</p> <p>Within 7 days after the charter revocation, the School must notify school district(s) of students' residence regarding the termination of the education program and lack of future enrollment.</p> <p>If applicable, notification regarding cessation of food and transportation services should be provided.</p> <p>Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment.</p> <p>Provide VOA OF MN with a copy of the notice.</p> <p>7 Notification of Funding Sources / Charitable Partners</p> <p>Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <p>The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure / restructuring status.</p> <p>Charities with property on the premises of the School should be notified to remove same as soon as possible or after CHARTER REVOCATION, whichever is appropriate.</p>			
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	<p>8 Notification of Contractors and Termination of Contracts</p> <p>Within 20 days after charter revocation, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at CHARTER REVOCATION.</p> <p>If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property.</p> <p>Provide the VOA of MN with a copy of such notice.</p> <p>Retain records of past contracts with proof that they were fully paid (<i>see</i> Records Retention, below) to prevent spurious claims.</p> <p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.</p> <p>Telephone, gas, electric, water, insurance (premises and D&O insurance, <i>see</i> below) should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time.</p> <p>9 Notification of Employees and Benefit Providers</p> <p>After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> health care / health insurance; life insurance; dental plans; eyeglass plans; cafeteria plans; 401(k), retirement plans; and pension plans. <p>TRA PERA</p> <p>Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted. Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid</p>			
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	<p>into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) See School Wind-Up Plan and Action regarding payment of taxes, below.</p> <p>10 Notification of Food and Transportation Services and Cancellation of Contracts Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p> <p>11 Notification of VOA of MN Regarding Lawsuits As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify the VOA of MN and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the VOA of MN informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p> <p>Assets, Creditors and Debtors</p> <p>12 List of Creditors and Debtors; UCC Search Within twenty (20) days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. This list is not the same as the contractor list, above, but may include contractors, which should be listed.</p> <p>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding.</p> <p>A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached.</p>			
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	<p>Debtors include persons who owe the school fees or credits, lessees or subleases of the School, and any person holding property of the School.</p> <p>Provide a copy of the list of creditors to the VOA of MN with the amount owed to each creditor thereon and the amount owed by each debtor.</p> <p>13 Notification to Creditors Within thirty (30) days after the charter revocation, the School must notify all creditors of its closure. The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.</p> <p>To the extent possible, the School should also begin to negotiate a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.</p> <p>14 Notification to Debtors Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p> <p>15 School Wind-Up Plan and Action The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's board of directors. Priority should be given to continuing the School's educational program through the end of the school year and retaining funds to complete the wind-up process.</p> <p>The initial plan should be adopted within 20 days of charter revocation, and be updated at least bi-weekly with copies to the VOA of MN. The plan should include, but not be limited to, the following.</p> <p>Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION.</p> <p>Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments).</p>			
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	<p>Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (See Liquidation of Assets, below.)</p> <p>Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors do not approve a renewal application), for dissolution.</p> <p>Cancellation of corporate credit cards and lines of credit.</p> <p>Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School.</p> <p>Status reports on the implementation of the School Wind-Up Plan to be submitted to the VOA of MN through Interim Statements and a Final Statement (below).</p> <p>16 Protection of Assets; Insurance</p> <p>The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <p>Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan.</p> <p>Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively.</p> <p>Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible.</p> <p>Appropriate security services should be obtained or maintained.</p> <p>Action may include moving assets to secure storage after closure or loss of the School Facility.</p> <p>17 Inventory</p> <p>No later than 30 days prior to CHARTER REVOCATION, all of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <p>All assets of the School, not just ones over a certain dollar value must be inventoried.</p> <p>Provide VOA OF MN with a copy of the inventory.</p>			
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	<p>Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned.</p> <p>Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest.</p> <p>Return assets not belonging to School and document same.</p> <p>18 Liquidation of Assets Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <p>Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance.</p> <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.</p> <p>19 D&O Insurance Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the School Corporation. If no such D&O insurance exists, disclose this fact to the board of directors.</p> <p>20 Interim Statements No later than 10 days after CHARTER REVOCATION, prepare, and submit to the VOA of MN, an interim statement in a form satisfactory to the VOA of MN, of the status of all contracts and other obligations of the School Corporation, and all funds, including</p>			
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	<p>principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <p>✂ all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and</p> <p>✂ all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and</p> <p>✂ all income generated through sale or auction of assets and any other change in status of assets.</p> <p>The School will prepare and submit such statements to the VOA of MN at 30 day intervals until the final statement (below) is prepared and submitted.</p> <p>21 Final Statement</p> <p>At a date to be determined by the VOA of MN, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare to the full satisfaction of the VOA of MN a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:</p> <p>✂ all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and</p> <p>✂ each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and</p> <p>✂ statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and</p> <p>✂ each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest.</p> <p>✂ This statement is submitted to the VOA of MN in the form in which it will be</p>			
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	<p>sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding.</p> <p>✕ This statement is in addition to the final Financial Statement Audit (below).</p> <p>Corporate Records / Accounting</p> <p>22 Final Financial Statement Audit The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1st of the calendar year in which the School ceases instruction.</p> <p>23 Closeout of State and Federal Grants State, federal and other grants must be closed out, including:</p> <p>✕ notification to the grant entity of the School closure; and</p> <p>✕ filing of any required expenditure reports or receipts and any required program reports.</p> <p>The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.</p> <p>24 U.S. Dept. of Education Filings File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See</i> 34 CFR 80.41.</p> <p>25 IRS Status; Reports The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:</p> <p>✕ notification to IRS regarding any address change of the School Corporation; and</p> <p>✕ filing of required tax returns or reports (e.g., IRS form 990 and Schedule A).</p> <p>✕ If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the VOA of MN.</p>			
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	<p>26 Corporate Records In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> ✧ Loans, bonds, mortgages and other financing; ✧ Contracts; ✧ Leases; ✧ Assets and asset sales; ✧ Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. ✧ Governance (Minutes, by-laws, policies); ✧ Employees(background checks, personnel files); ✧ Accounting/audit, taxes and tax status, ✧ Personnel, ✧ Employee benefit programs and benefits; ✧ Student summary test data files ✧ Any items listed in this Closure Plan. <p>In the event the School Corporation is dissolved, any and all records not previously sent to the school district of the School's location should be sent to that school district.</p> <p>Dissolution / Final Distribution of Assets</p> <p>27 Resolution of Dissolution The School Board must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.</p> <p>28 Dissolution If the School Corporation dissolves, the School Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <ul style="list-style-type: none"> ✧ a complete statement of all assets, their location and an estimate of their value; ✧ a statement of the ascertainable debts of the education corporation. <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container. Copies of all papers related to dissolution should be sent to the VOA of MN. Members of the School Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the</p>			
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	<p>School Corporation, and after the dissolution of the School Corporation.</p> <p>29 Final Distribution of Assets</p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p> <p>Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.</p> <p>✧ An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.)</p> <p>✧ In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations.</p>			
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Attachment 45– Policy Patriotic Commemorative Observances

This is a work in progress. Much of this material has been compiled from other schools' policies. Upon being granted charter to establish the proposed school, the board will review, revise, and adopt a final Policy on Patriotic Commemorative Observances.

Decisions of the United States Supreme Court have made it clear that it is not the province of a public school to advance or inhibit religious beliefs or practices. Under the First and Fourteenth Amendments to the Constitution, this remains the inviolate province of the individual and the church of his/her choice. The rights of any minority, no matter how small, must be protected. No matter how well intended, either official or unofficial sponsorship of religiously-oriented activities by the school are offensive to some and tend to supplant activities which should be the exclusive province of individual religious groups, churches, private organizations, or the family.

School staff members shall not use prayer, religious readings, or religious symbols as a devotional exercise or in an act of worship or celebration. The school shall not function as a disseminating agent for any person or outside agency for any religious or anti-religious document, book, or article. Distribution of such materials on school property by any party shall be in accordance with school policy with regards to use of school facilities and relations with special interest groups.

Observance of religious holidays through devotional exercises or acts of worship is also prohibited. Acknowledgement of, explanation of, and teaching about religious holidays of various religions is encouraged. Celebration activities involving nonreligious decorations and use of secular works are permitted, but it is the responsibility of all faculty members to ensure that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on minority groups or individuals, and do not interfere with the regular school program.

The Board shall not conduct or sanction a baccalaureate service in conjunction with graduation ceremonies.

The Board shall not include religious invocations, benedictions, or formal prayer at any school-sponsored event.

The flag of the United States shall be raised above each school and/or at other appropriate places during all school sessions, weather permitting. The flag shall be raised before the opening of school and taken down at its close every day.

Professional staff members are authorized to lead students in the Pledge of Allegiance at an appropriate time each school day. However, no student shall be compelled to participate in the reciting of the Pledge. The Director shall develop administrative guidelines which ensure that any staff member who conducts this activity does it at an appropriate time, in an appropriate manner, and with due regard to the need to protect the rights and the privacy of a participating student.

RELIGIOUS ACTIVITIES/CEREMONIES

A great deal of professional judgment is needed to ensure that school policy complies with constitutional and legal safeguards for the practice of religion. A major guideline to follow is a four-part test. Each activity which may appear to be of a religious nature or use materials, rituals, or symbols which may be otherwise associated with a religion must meet all four (4) of the following conditions:

- A. Does it serve the educational purpose and goals of the school?
- B. Is the purpose of the activity secular?
- C. Will its effect neither advance nor inhibit a religion?
- D. Will it avoid excessive entanglements between the school and a religion?

This guideline applies to any and all activities and programs at all levels, particularly those that take place at traditional holiday seasons such as Christmas and Easter.

Prior to planning or conducting an activity, it would be well to review the School's policies dealing with religious matters. If a teacher has any question about the propriety of the activity, she/he should consult with the Director/principal prior to making a decision.

RELIGIOUS EXPRESSION IN THE SCHOOL

The following guidelines apply to religious practices in the School and are drawn directly from the "Statement of Principles" issued by the U.S. Department of Education.

Student Prayer and Religious Instruction

The Establishment Clause of the First Amendment does not prohibit purely private religious speech by students. Students have the same right to engage in individual or group prayer and religious discussion during the school day as they do to engage in other comparable activity. For example, students may read their Bibles or other scriptures, say grace before meals, and pray before tests to the same extent they may engage in comparable non-disruptive activities. Local school authorities possess substantial discretion to impose rules of order and other pedagogical restrictions on student activities, but they may not structure or administer such rules to discriminate against religious activity or speech.

Generally, students may pray in a non-disruptive manner when not engaged in school activities or instructions and subject to the rules that normally pertain in the applicable setting. Specifically, students in informal settings, such as cafeterias or hallways, may pray and discuss their religious views with each other, subject to the same rules of order as apply to other student activities and speech. Students may also speak to, and attempt to persuade, their peers about religious topics just as they do with regard to political topics. School officials, however, should intercede to stop student speech that constitutes harassment aimed at a student group or a group of students.

Students may also participate in before or after school events with religious content, such as "see you at the flagpole" gatherings, on the same terms as they may participate in other non-curriculum activities on school premises. School officials may neither discourage nor encourage participation in such an event.

The right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen or to compel other students to participate. Teachers and school administrators should ensure that no student is in any way coerced to participate in religious activity.

Graduation Prayer and Baccalaureates

Under current Supreme Court decisions, school officials may not mandate or organize prayer at graduation nor organize religious baccalaureate ceremonies. If a school generally opens its facilities to private groups, it must make its facilities available on the same terms to organizers of privately sponsored religious baccalaureate services. A school may not extend preferential treatment to baccalaureate ceremonies and may in some instances be obliged to disclaim official endorsement of such ceremonies.

Official Neutrality Regarding Religious Activity

Teachers and school administrators, when acting in those capacities, are representatives of the State and are prohibited by the establishment clause from soliciting or encouraging religious activity and from participating in such activity with students. Teachers and administrators also are prohibited from discouraging activity because of its religious content and from soliciting or encouraging anti-religious activity.

Teaching about Religion

Public schools may not provide religious instruction, but they may teach about religion, including the Bible or other scripture: the history of religion, comparative religion, the Bible (or other scripture) as literature, and the role of religion in the history of the United States and other countries all are permissible public school subjects.

Similarly, it is permissible to consider religious influences on art, music, literature, and social studies. Although public schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays, schools may not observe holidays as religious events or promote such observance by students.

Student Assignments

Students may express their beliefs about religion in the form of homework, artwork, and other written and oral assignments free of discrimination based on the religious content of their submissions. Such home and classroom work should be judged by ordinary academic standards of substance and relevance, and against other legitimate pedagogical concerns identified by the school.

Religious Literature

Students have a right to distribute religious literature to their schoolmates on the same terms as they are permitted to distribute other literature that is unrelated to school curriculum or activities. Schools may impose the same reasonable time, place, and manner or other constitutional restrictions on distribution of religious literature as they do on non-school literature generally, but they may not single out religious literature for special regulation.

Religious Excusals

Subject to applicable State laws, schools enjoy substantial discretion to excuse individual students from lessons that are objectionable to the student or the student's parents on religious or other conscientious grounds. School officials may neither encourage nor discourage students from availing themselves of an excusal option. Under the Religious Freedom Restoration Act, if it is proved that particular lessons substantially burden a student's free exercise of religion and if the school cannot prove a compelling interest in requiring attendance, the school would be legally required to excuse the student.

Released Time

Subject to applicable State laws, schools have the discretion to dismiss students to off-premises religious instruction, provided that schools do not encourage or discourage participation or penalize those who do not attend. Schools may not allow religious instruction by outsiders on school premises during the school day.

Teaching Values

Although schools must be neutral with respect to religion, they may play an active role with respect to teaching civic values and virtue, and the moral code that holds us together as a community. The fact that some of these values are held also by religions does not make it unlawful to teach them in school.

Student Garb

Students may display religious messages on items of clothing to the same extent they are permitted to display other comparable messages. Religious messages may not be singled out for suppression, but rather are subject to the same rules as are generally applied to comparable messages. When wearing particular attire, such as yarmulkes and head scarves, during the school day as part of students' religious practice, under the Religious Freedom Restoration Act, schools generally may not prohibit the wearing of such items.

CARE, CUSTODY, AND DISPLAY OF THE UNITED STATES FLAG

The following rules and customs will be observed concerning the care, custody, and display of the flag of the United States of America:

- A. The flag should be displayed in or near every school building in the School during each day school is in session.
- B. The flag should be displayed every day in or near the School's administration or central office.
- C. The flag should be displayed only from sunrise to sunset when it is displayed on a building or on a stationary flagstaff in the open. The flag may be displayed twenty-four (24) hours a day if properly illuminated during the hours of darkness.
- D. The flag should not be displayed on days when the weather is inclement, except when an all weather flag is displayed.
- E. When the flag is carried in a procession with other flags, it should be on the flag's own right. If it is a line of flags, it should be in front of the center of the line.
- F. The flag should not be draped over the hood, top, sides, or back of a vehicle.
- G. When the flag is displayed with another flag against the wall from crossed staffs, it should be on the flag's own right and its staff should be in front of the staff of the other flag.
- H. When the flag is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff.
- I. When the flag is displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right.
- J. When the flag is used on a speaker's platform, it should be displayed flat on the wall and above and behind the speaker.
- K. When the flag is displayed from a staff in the auditorium, the staff should be displayed in the position of honor at the speaker's right as she/he faces the audience. Any other flag should be displayed to the left of the speaker.
- L. The flag shall be flown at half-staff as follows:
 - From the day of death and
 - 1. for thirty (30) days for the President or a former President
 - 2. for ten (10) days for the Vice President, the Chief Justice or a retired Chief Justice of the United States, and the Speaker of the House of Representatives
 - 3. until interment for an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice President, and the Governor of a State
 - 4. on the day of death and the following day for a member of Congress
 - 5. by order of the President
 - 6. by order of the Governor of Indiana
 - 7. On Memorial Day until noon, and then it is to be raised to the top of the staff.
 - When a flag is flown at half-staff, it is to be positioned at one-half the distance between the top and bottom of the staff.
- M. The flag should not be dipped to any person or thing.
- N. The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.
- O. The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.
- P. The flag should always be carried aloft and free.
- Q. The flag should never be fastened, displayed, used, or stored in such a manner as to

permit it to be easily torn, soiled, or damaged in any way.

R. The flag should never be used as a covering for a ceiling.

S. The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.

T. The flag, when it is in such a condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

U. The flag should be folded as follows when being stored:

1. Straighten out the flag to full length and fold lengthwise once.
2. Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view.
3. A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.
4. The outer point is then turned inward parallel with the open edge to form a second triangle.
5. This diagonal or triangular folding is continued toward the blue union until the end is reached with only the blue showing

Attachment 46– Policy Personal Financial Responsibility Instruction

The mission of Neighbors' New Vistas High School (NNVHS) is to educate each student in preparation for the future. Providing an education that is tailored to each student can be a daunting task. However, the teachers and administrators in NNVHS are driven to identify teaching methods that will be effective in helping prepare each child for the future. To function in today's economic climate, students need a firm grasp on personal financial responsibility.

Our mission to prepare our students for the future is based upon our philosophy that people learn best from what they consider most relevant to their lives, therefore we center the curriculum around the experiences, interests, and abilities of students. Teachers plan lessons that arouse curiosity and push the students to a higher level of knowledge. In addition to reading textbooks or curriculum-based software, the students must learn by doing. Often students leave the classroom for fieldtrips during which they interact with specific aspects of the subject material. Teachers also stimulate the students' interests through thought-provoking games. For example, modified forms of the board game Monopoly have been used to illustrate the principles of capitalism and socialism. The game of Life can be used to illustrate the relationship to career choice, personal income, lifestyle choices, living within economic means, and other essential soft skills.

NNVHS will effectively address these needs through the use of a Personal Finance course which is part of our A+ Learning System. This particular course will be supplemented by hands on activities such as field trips and or guest lectures. Another resource is the use of financial literacy programs offered through community based institutions. One such institution is Centier Bank. Their Financial Literacy Coordinator, Dian Reyome, offers many different financial literacy seminars that could be presented to students in a classroom setting such as an economics or civics class at no cost. Handouts and teaching tools are provided free of charge to teachers and students.

NEIGHBORS' NEW VISTAS HIGH SCHOOL
and
NEIGHBORS' PORTAGE ADULT EDUCATION



SAFE SCHOOL PLAN

School Emergency Preparedness, Crisis Incident, and Intervention Plan

Standard Operating Procedures

2011

Rebecca Reiner
Executive Director

TBD
Principal

Paula Siminski
Finances and Assurances Officer

Irma Leticia Mungui
Registrar

Neighbors' New Vistas High School
School Safety Plan

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SAFE SCHOOL CRISIS TEAM

POSITION	NAME	HOME	OFFICE	MOBILE
Executive Director	Rebecca Reiner	462-4822	850-4446	241-3734
Principal	TBD			
Assistant Director	Paula Siminski			
Registrar	Letty Munguia			
Maintenance Supervisor	Don Dean	395-9795	764-6293	928-3647

SAFE SCHOOL PHILOSOPHY

The NEIGHBORS' NEW VISTAS HIGH SCHOOL safety and crisis team has developed this Safe Schools Plan in accordance with state statutes and in support of the district goal "We will provide a safe, secure and healthy learning environment".

We recognize that crises are a part of life and they can place people at risk in a multitude of ways. The various crisis situations require prompt and relevant responses. Therefore, the Safe Schools Plan includes a district-wide approach to address crises through prevention, intervention, and post event activities.

In addition to a district-wide crisis plan, each school will create an individual plan designed for the specific needs of that school's physical environment. The site-based team will be responsible for plan.

We believe that:

- The team approach is the preferred means for addressing crisis situations.
- Each school will have a crisis plan with detailed procedures to be followed.
- Training in crisis prevention/intervention will be available as needed to all school personnel.
- Various safety and security measures will be implemented including the assistance of law enforcement personnel as needed.
- Administrators, teachers, and support staff are the individuals responsible for appropriately supervising, monitoring, and assisting students.
- Intervention strategies selected will interfere as minimally as possible with the learning environment.
- Additional community resources which could be useful in dealing with crisis situations will be identified and the crisis plan will be coordinated with available services.

The safety and security of students and staff is a priority. The collaborative effort of the Board of Education, administrators, teachers, students, parents, and the community must be utilized to maintain safe schools.

Neighbors' New Vistas High School
School Safety Plan

September 2011

EMERGENCY CRISIS DEVELOPMENT RESPONSIBILITIES

Executive Director / Designee

1. Establish the District Safety And Crisis Team.
2. Develop a clear chain of commands for any emergency management situation. Provide all administrators and buildings with the command list.
3. The Executive Director will act as the single spokesperson in an emergency/crisis. The Executive Director can relay school's policy to the media as well as facts concerning the emergency situation. Coordinate media activities if possible with the individual school.
4. Alert the Principal and Registrar to the possible emergency. The Principal and Registrar will provide technical assistance as required.

Building Principal

1. Organize and appoint a building emergency crisis team.
 - The team should include at least one member from each functional area of the building and be an ad hoc of the site base team.
 - Maintain first aid supplies in designated areas.
2. Plan teacher/staff professional development reviewing emergency management
3. Identify and problem solve potential emergency/crisis situations.
4. Discuss how an emergency/crisis situation can be explained to students.
5. Develop a site map which details evacuation routes, assembly areas, utilities shut-off (provided by building and grounds), first aid/supply stations, including clinic and designated areas for prolonged student/staff care.
 - Sites with special needs children need to direct special attention to the disposition and medical needs of those students.
 - Elevators cannot be used in emergency evacuations.
6. Provide emergency communication on site (with or without power).
7. Develop an emergency roll call program.
8. Prepare guidelines for evacuation of building and/or site.

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Building Principal Crisis Responsibilities, *continued*

9. Prepare guidelines for building uses as a temporary emergency shelter.
 - In an emergency a building may have to serve as a shelter for up to 48 hours without assistance. A district emergency supply depository shall be established and maintained.
 - School buildings are community shelters in the event of an emergency in the area.
10. Prepare guidelines to host students and staff from another township school if needed in case of an emergency evacuation.

Office Administrative Staff

1. Serve as school advisors in the development of individual site guidelines.
2. Assist building principals in the implementation of individual site guidelines.
3. Serve as a resource for the crisis intervention guidelines.
4. Develop a contingency plan in case radio, pager, or telephone contact is not possible.

Outside Agency Assistance

1. When necessary, outside agencies will be involved in development of emergency crisis procedures to ensure the safety of students and staff in the NEIGHBORS' NEW VISTAS HIGH SCHOOL.

CODE RED

(Facility Lock-Down)

CODE RED is a universal term throughout Neighbors' New Vistas High School, which will be used to announce specific emergency situations. The procedures will be consistent in every school building throughout the district. The following are examples of emergencies that may warrant the announcement of a **CODE RED** by the Principal or designee:

- a. Hostage situation
- b. Violent student behavior
- c. Outside chemical threat
- d. Individual(s) with a gun(s) on campus
- e. Intruder
- f. Bomb Threat

When a **CODE RED** is announced:

1. All teachers will lock their classroom doors (if possible), keep their students in the classroom, seated, **quiet** and away from windows.
2. Leave shades open. If they are closed, open them so that police may see inside your room and better assess the situation.
3. Students in the library, computer lab, art room or music room will remain there.
4. Students in the hall or bathroom must proceed immediately to the nearest classroom. It is the responsibility of the teacher in that classroom to assist those students into their class if it is safe to do so.
5. Students in the gym will be taken to the locker rooms and kept there under appropriate supervision.
6. If students are outside, the supervising teacher will be made aware of the **CODE RED**. Staff and students will be moved to a designated assembly area under appropriate supervision.
7. Students should not evacuate a classroom or designated area until a police officer evacuates them or until instructions are given by the principal or designee.
8. All bells will be turned off, when possible. In the event they are left on, bells will be disregarded.

If an evacuation occurs, teachers must take their attendance rosters with them as they leave class. Teachers must be able to account for all students.

CODE RED drills will be conducted at least monthly. Staff and students must know instinctively what to do when a **CODE RED** is announced.

NORMAL SCHOOL BUILDING PROCEDURES

During School Hours

1. All outside doors must be locked. All doors are marked with a notice for visitors to report to the office.
2. Visitor Policy
 - A visitor station (with log) must be maintained in the main office.
 - Building administration & staff will notify the visitor station when groups of visitors are expected.
 - Each visitor must sign in noting date and time of entrance as well as exit.
 - Students must sign out and in during school hours.
 - All visitors will be assigned a temporary/dated visitors name-tag that will only be valid for that day. All nametags must be returned to the visitor station before the party is allowed to exit the building.
 - Visitors should be escorted from the visitor station/office to the office or classroom they wish to visit. Student greeters/monitors may be used.
 - Visitors will not be permitted in the instructional area unless authorized by a building administrator. All parents and guardians will wait in the office area for the student to arrive.
 - All threatening and violent behavior will be reported to the school resource officer or security staff immediately.
 - All persons working the visitor station will have instructions on how to call for help from the Principal or other responsible party. They will also be instructed on detecting suspicious behavior (body language/verbal statements, etc.).
 - The visitor station will have information on how to verify that a visitor has permission to have access to a child. There may be legal and child safety issues with granting access to some non-custodial parents & others.
 - All visitors' stations will be equipped with a two-way radio or phone.

Greeting Procedures for Volunteers and Staff –

- a. Greet all visitors
- b. Determine reason for visit
- c. Ask visitor to sign in noting their name, date and time.
- d. Ask students to check-in at the attendance office or main office before proceeding to their classroom or locker.

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School Safety Plan

- e. Require visitors or students to sign out before leaving the building.
- f. Report any violations of the building visitor policy to the building administrator.
- g. Contact building administrator immediately if a visitor becomes angry or violent.

Normal School Building Procedures, *continued*

3. Photo IDs will be worn by all staff members and faculty at all times during the school day and at school events.

4. Telephone courtesy

- Answer the phone quickly (by the 3rd ring)
- Be conscious of voice tone.
- Use pre-determined greeting (include building name, your name, friendly greeting, "may I help you")
- Transfer to correct phone number, to voice mail or take a message.

5 . Telephone and E-Mail Threats

Phone

- All threats should be considered serious. Do not discuss threat with anyone besides the building administrator or resource/police officer.
- Obtain the person's name if possible and type of threat (noting time and date)
- Do not divulge any information about the buildings or schedule of classes.
- Contact building administrator immediately
- Building administrator will contact the technology department immediately to secure telephone logs (note time and date of call)
- Technology department will secure and provide telephone logs and assist the police department in their investigation.

E-mail

- Do not delete or alter email. Do not discuss the threat with anyone besides the building administrator or resource/police officer.
- Contact building administrator immediately
- Building administrator will contact the technology department immediately (note recipient, time and date of email)
- Technology department will secure and provide mail logs and assist the police department in their investigation.

6. Handling Deliveries - routine, regularly scheduled deliveries

- Food Service Director will establish procedures for food and supply deliveries, keeping in mind the need to maintain security. Deliveries will usually be made directly to the kitchen receiving area. Food service personnel usually know delivery personnel. Substitute drivers may be asked for identification.
- Building principals will establish procedures for routine, regularly scheduled deliveries (vending machine service, etc.), keeping in mind security concerns.

Normal School Building Procedures, *continued*

7. Handling Deliveries - special orders

- Building personnel will notify office of expected deliveries, including item(s), expected time of delivery, type of carrier, etc. A copy of the purchase order will also be provided.
- Delivery personnel will check in as visitors & provide identification
- Office personnel will check in the deliveries, not just sign a delivery ticket. Verify that the delivery ticket matches what is expected. Custodians may also be trained to check in deliveries in some situation.
- Office personnel will notify the appropriate staff person that the delivery has been received so that it can be picked up in the office. Custodians may also deliver products to the desired location.

8. Emergency supplies

- a. Building principal/administrator will include provision of emergency supplies to their building plan

9. When handling a crisis, refer to the appropriate sections of this manual or to the district Crisis Response Handbook.

INTRUDER PROTOCOL

Visitors and guests are welcome in the NEIGHBORS' NEW VISTAS HIGH SCHOOL' buildings. However, to safeguard students and staff, reasonable precautions should be taken.

Visitor Policy is outlined in previous section under "Normal School Building Procedures"

An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee.

Building administrators must:

- a. Provide training to all staff members on how to greet intruders. The first question should be: "How may I help you?"
- b. Any intruder found roaming the building must be escorted to the office. Someone can then provide any additional information or directions.

Intruders who fail to comply with school procedures:

- c. Should verbally be informed they are in violation of school policy.
(Example: "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and an administrator will be called.")
- d. If this fails:
 - Send someone to or notify the office of the situation.
 - Follow the person, if possible, and continue to give notice of the violation of school rules.
- e. School Resource Officer must be notified. Use personal judgment in calling 911.
- f. The office should activate the building-wide notification plan (CODE RED) concerning an intruder.
 - P.A. announcement indicating a Code Red / Intruder is in the building should be made. Classroom doors should be closed.
 - Children should remain in current areas. (Examples: special classes or playground)

**IF ADDITIONAL INFORMATION IS NEEDED,
CONTACT THE EXECUTIVE DIRECTOR**

EMERGENCY PROCEDURES FOR VARIOUS TYPES OF SCHOOL BUS CRISIS SITUATIONS

To be used when a bus is chartered or in use by the school

Should a gun be seen on the bus:

1. **Calmly** radio specific location to 911 and/ or Executive Director.
2. Call will be placed to the law enforcement agency immediately.
3. Immediately submit a report to the Executive Director to substantiate what happened.

Should a weapon be seen at or near a bus stop

1. **Calmly** radio details of weapon sighting to 911 and/or Executive Director.
2. A call will be placed immediately to the proper law enforcement agency.
3. If the situation is unresolved, drivers should then distance themselves from the weapon sighting. Driver should plan to take a different route the following day. Executive Director will have police if necessary.
4. Should the instance occur in the morning, Executive Director may advise driver to deliver students to their homes as possible to help safeguard from potential danger.
5. A full and complete report (with names, if available) must be prepared by the driver and turned in to the Executive Director immediately upon completion of the route.

Fighting on Bus

1. First use **verbal intervention** to inform those fighting to stop.
2. Document warning, noting names, dates, and descriptions of incident.
3. **If students do not stop fighting**, separate them. If they continue, **calmly radio details** of location to the Executive Director or Principal.
4. A call will be placed immediately to the proper law enforcement agency.
5. Submit a formal report the incident to the Executive Director.

Hostage Situation on Bus

1. **Follow** the **instructions** of the hostage taker.
2. **Do not try to disarm** the hostage taker. Do not try to be a "hero."
3. Be calm! Inform the students to **remain seated and calm**.
4. Do **not** radio for assistance **unless** you are instructed to do so by the hostage taker.
5. If the hostage taker **allows certain students off** the bus, **write** down their names and where they got off.
6. **Do not offer yourself as a hostage**.
7. **Do not try to negotiate** with the hostage taker.

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8. If hostage **negotiators** arrive, **trust them!**

EVACUATION OF BUILDINGS

If helping to evacuate a school, **do not** go immediately to **normal student pick-up area**. **Follow directions** from the Executive Director and/or law enforcement personnel.

EMERGENCY FIRE EVACUATION PLAN

This evacuation plan has been written for fire emergencies, but other types of emergencies may arise that will be handled in a same manner.

1. Fire emergency exists whenever –
 - a. the building fire evacuation alarm system is activated.
 - b. a fire or fire hazard occurs.
 - c. there is the presence of smoke or the odor of something burning.
 - d. there is spontaneous or abnormal heating of any material, an uncontrolled release of toxic gas, or a flammable liquid spill.
2. The alarm system should be activated upon the discovery of a fire emergency.
 - a. All individuals in the building must familiarize themselves with the nearest pull station.
 - b. The alarm system should be activated upon the discovery of a fire emergency.
 - c. Upon activation of the system, Alert Alarm (1-800-552-1218) will contact the Portage Fire Department.
3. Upon activation of the fire alarm system, the school or building must be totally evacuated.
 - a. Every person must immediately leave the building when fire alarm rings.
 - b. Every staff member and student must familiarize themselves with fire evacuation plan for the building that will be posted in every classroom.
 - c. If nearest exit is blocked by fire, heat, or smoke, use alternate exit.
 - d. Individuals are required to close doors as they leave the room/building.
 - e. Individuals requiring assistance during an evacuation should be guided to the nearest exit or stairwell.
 - g. Sometimes it is safer to stay in place. If all exits from a floor are blocked, going back to a room, closing the door, sealing cracks, and shouting or phoning for help are acceptable practices.
 - h. Only use a fire extinguisher if the fire is small and appropriate training has been provided.
 - i. No one should reenter the building until he/she has been told to do so by the fire department, police department, or the administration.
4. The fire alarm system must not be shut off or reactivated until the fire department has provided authorization to do so.
5. Upon receiving the “all clear” announcement, school personnel will supervise an orderly return to the building.
6. The Principal should provide school personnel and students feedback on the

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effectiveness of the building evacuation and/or information regarding the activation of the fire alarm system.

GENERAL FIRE SAFETY PRACTICES

1. **Exit Doors** - ALL doors shall be unlocked when any student is in the building. ALL chains and padlocks shall be removed when any student is in the building.
2. **Exit Corridor Use** - Obstructions within the required width of exit corridors is not allowed. The placement of upholstered furniture in an exit regardless of obstruction is not allowed.
3. **Self Closing Doors** – Doors with self closing devices are not to be held open / except those designed to release and close upon activation of the fire alarm system.
4. **Fire Doors** – Shall have signs indicating the position they are to be maintained (opened or closed).
5. **Extension Cords** - Lightweight extension cords are not allowed. Heavy-duty extension cords are allowed for a maximum of 30 days. Cords will not be run under rugs/carpeting, over nails, through walls or doors.
6. **Multi-plug Adapters** - Only adapters with built in circuit overload protection are allowed. There is no chaining of multiple devices together.
7. **Combustible Decorations** - Are not to be placed in exit corridors.
8. **Candles and Open Flames** - Shall not be used when school is in session.
9. **Double-keyed Dead Bolt Lock Devices** – Are not allowed in any public building.
10. **Artificial Decorative Vegetation** – Shall be flame resistant or flame retardant. Such flame resistance or flame retardants shall be documented and certified by the manufacturer in an approved manner.
11. **Curtains, Draperies, Hangings and Other Decorative Materials Suspended From Walls or Ceilings** – Shall be flame resistant. The permissible amount of flame resistant decorative materials shall not exceed 10 percent of the aggregate area of walls and ceilings.
12. **Combustible Storage on Shelves** - Shall be no closer to the ceiling than 24”.
13. **Gasoline / Gasoline Powered Equipment** – Shall not be allowed in schools at any time.
14. **LP Gas / Grills** – Shall not be allowed in schools at any time.
15. **Paint** – A maximum of 10 gallons unless stored in a flammable liquid cabinet.
16. **Dust Accumulation** – (Shop Areas) must be cleaned weekly to prevent accumulation.
17. **Artwork and Teaching Materials** – Shall be limited on the walls of corridors to not more than 20 percent of the wall area.
18. **Chemical Storage** – Chemicals shall be stored in a room that is not accessible to the general student population.
19. **Chemistry/Biology Classroom** – Chemicals purchased and stored in the chemistry room shall be dated on the container.
20. **Compressed Gas Cylinders** - Tanks shall be secured to prevent falling.
21. **Smoking** – No smoking signs shall be posted throughout all school campuses.
22. **Fire Safety Inspection Checklist** – Shall be completed monthly by the principal. Documentation shall be completed. Violations/deficiencies shall be corrected immediately.

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FIRE DRILLS

1. The responsibility for conducting fire drills within a school is assigned to the principal.
2. The first fire drill of each school year shall be conducted within 10 days of the start of school. (IFC 408.31)
3. Fire drills shall be conducted monthly. (Includes partial months) (IFC 405.2)
4. Fire drills shall be conducted at rotating times including lunch, recess, assembly and gymnastic periods (e.g. August between 8 am – 10 am / September 10 am – 12 noon / October 12 noon – 2 p.m.). (IFC 408.3.3)
5. Fire drills may be delayed into the next calendar month for up to 10 days because of weather issues. (IFC 408.3.2)
6. Recording of the required information of the conducting of fire drills shall be completed immediately following the conclusion of the drills by the principal. (IFC 405.5)
7. The responding fire department and Alert Alarm shall be called one hour prior to the conducting of a regular fire drill. (FC 405.6)
8. The fire alarm system shall be used to conduct a fire drill. The person conducting a fire drill shall use pull stations or smoke detectors to initiate the alarm system, not the test button or drill button in the enunciator panel. (IFC 405.7)
9. Upon hearing the fire alarm sounding ALL persons within the building shall immediately evacuate. Teachers have direct responsibility to insure that students under their charge exit the building in a calm, quiet and orderly manner. Once outside at the designated assembly area a roll of students shall be taken. (IFC 408.3.4/405.8)
10. An ALL CLEAR signal will be provided to the evacuees by the principal. (IFC 405.9)
11. Upon arrival, the fire department assumes responsibility for the evacuation of the building and the return of evacuees to the building.

PROCEDURES TO FOLLOW WHEN A BOMB THREAT IS RECEIVED

1. Bomb Threat Recipient Actions:

Always take a bomb threat seriously. **DO NOT PANIC.** Remain calm. If the threat is by phone, do not transfer the call to someone else unless the caller requests you to do so. Listen politely. Avoid interrupting the caller. Obtain as much information as possible, by asking questions below and listening carefully. Use the checklist that follows this procedure to record information.

What to ask:

- **Where** is the bomb located?
- **When** is the bomb set to explode?
- **What** does the bomb look like?
- **Who** is calling?
- **Why** is this school being targeted?

Listen carefully. Try to determine specifics about the caller and location:

- Adult or child
- Male or female
- Voice characteristics
- Background noise
- Regional or foreign accent

Do these things:

- Be sympathetic to the caller
- Express concern for potential loss of life
- Keep caller talking as long as possible
- Notify principal/administrator/ or designee

Most Importantly: Write everything down AND never touch any suspicious objects.

2. If a bomb threat is received via any method, other than by phone, the recipient is to notify a building administrator immediately.

3. Administrator/ designee actions:

- Notify the appropriate law enforcement agency.
- Contact central office administrators.
- Notify technology department (to be able to recover phone or e-mail communication, advice on what electronic communication to use).
- Determine appropriate action for the safety of staff & students (evacuation, lock down, etc.)

- If evacuation is needed, use fire drill evacuation. Do not inform students of the bomb threat. Depending on circumstances evacuation may occur before or after search of building.
 - Assign school personnel to search specific areas of the building for unusual or suspicious objects. Conduct search in manner as to not alarm students.
4. Search criteria: What to look for and where to look:
- Any unusual article or articles out of place
 - Under stairways
 - Toilet water tanks
 - Articles suspended from pipes
 - Lockers
 - Plants
 - Wastebaskets
 - Air vents, near or at the floor
 - Musical instruments, typewriters, cases, etc.
 - Behind pictures or clocks
 - Under loose boards
 - Inside stoves, refrigerators and cabinet areas
 - Inside couches and hollow furniture
 - Inside television and radio cabinets
 - Inside hollow base lamps
5. If a bomb or article suspected of being explosive is found, take these steps:
- Notify the Fire Department at once and stay a safe distance.
 - **DO NOT TOUCH!**
 - Evacuate all students by use of a fire bell if this action has not been taken.
6. When to reoccupy building if evacuation was warranted:
- After all searching parties have reported in and if the time stated for the bomb to go off has passed and clearance to reoccupy has been given by emergency personnel.
 - Activate the class bell or make announcement to start class.
 - Document in writing the events relating to the bomb threat.

TELEPHONE BOMB THREAT CHECKLIST

Keep calm. Don't panic. Do not get excited or excite others.

Time: Call received _____ am/pm Terminated _____ am/pm

Exact Words of Caller:

Delay!!! Ask caller to repeat.

Questions you should ask:

Where is bomb located? _____ Floor _____ Area _____

When is bomb set to explode? _____

What does bomb look like? _____

Who is calling (get name & other info if possible)? _____

Why is this school targeted? _____

Express “Why kill or injure innocent people?”

Voice Description: (circle correct responses or give details)

Male	Child	Calm	Accent
Female	Teen	Nervous	Slurred
	Young Adult	Happy	Raspy
	Middle Age	Angry	Deep
	Elderly	Frantic	Loud

Other characteristics _____

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Do you recognize the voice? _____ If so who? _____

Background Noise: (circle all pertaining)

Air traffic	Automobiles	Street	Machines
Crowd Noise	Trains	Music	Bells
Aircraft	Tape recorder	Running motor (type)	

Other: _____

Additional Information:

Did caller indicate knowledge of the facility? If so, how and in what way?

What phone line did call come in on? _____ (phone #)

What is caller's phone # (if shown on caller I.D.) _____

Signature _____ Date _____

PROCEDURES TO FOLLOW WHEN A STUDENT IS IN POSSESSION OF OR SUSPECTED OF POSSESSING A FIREARM

This procedure applies to any object determined to be a weapon.

1. Two administrators are to accompany the student to a private office. Remain close to the student and tell him/her to keep his/her arms to the side of his/her body. At no time, should the student be left alone until the conclusion of the investigation. Prior to the search, inform the student as to “why” you are searching him/her. Explain this is what is called “reasonable suspicion.”
2. Check the student and check all clothing and book bags. The extent and intrusiveness of the search of the student’s person may only increase with a higher level of suspicion. Take care to respect the student’s privacy and integrity.
3. If there is reason to suspect that a girlfriend/boyfriend or other friend of the student might be in possession of the weapon, bring that student to the office. Prior to the search, inform the student as to “why” you are searching him/her. Explain this is what is called “reasonable suspicion.”
4. Whether a firearm is found or not, be sure to give the student(s) his/her due process rights to explain his/her side of the story.
5. If a weapon is found, immediately call the Portage Police Department.
6. Document and date all circumstances related to the incident. Keep a record.
7. Any “tip” that a student has a gun in his/her possession, must be immediately reported to Executive Director and/or Director.
8. Document and date all circumstances related to the incident. Keep a record.
9. If a student should report that another student has a gun, get as much information as possible from the student regarding the name of the student, description of the student, etc.
10. If a student should pull a gun on you, do not try to disarm the student. Remain calm; back away and inform the student to put the gun down. Do not threaten the student. If possible, have someone else notify the School Resource Officer and your location.
11. If a student is searched for a “suspected gun” and no gun is found, be sure to inform the parent(s)/guardians immediately as to why you conducted the search. Also, if an arrest is made, notify the parent(s)/guardian(s).

GANGS

Criminal Definition by Statute:

- A gang is a group of people who form an allegiance to the exclusion of others for common purposes and engage in violent, unlawful, anti-social or criminal acts
- A group of three or more individuals with a unique name, identifiable marks or symbols (i.e. tattoos).
- Who claim a territory/turf
- Who associate on a regular basis.

Criteria for Identifying Gang Members:

- Gang tattoos
- Gang garb
- Gang markings or slogans on papers or books
- Possessing gang literature
- Admitting gang membership
- Arrested with known gang members
- Attending functions sponsored by gang members
- Information from a reliable informant
- Relatives identifying the youth as a gang member

GUIDELINES FOR WORKING WITH GANGS

1. Be decisive, and fair; remember lenient treatment of gang members is viewed as a weakness, and they will take full advantage of you.
2. Intimidation of gang members usually escalates into a confrontation, and seldom creates respect. Remember lectures to scare gangsters straight don't work.
3. Giving any public or media attention to a gang or its members tends to escalate gang activity. If media attention is needed, always play up the negative side of gang involvement, arrest, conviction, and prison terms, etc.
4. When gang graffiti is found, remove it as soon as possible. It will attract other rival gangs and/or invite more "writing on the wall."
5. View gang members or suspected gang members as individuals. They may be a wannabe and your actions could push them to full gang involvement.
6. Make each investigation into gang-related or motivated activity as complete and unbiased as possible. Verified accurate information is essential to get cooperation from prosecutors and judges.
7. Prevent conflict whenever possible. Previous experiences have proven that an incident no matter how minor today can cause 1 - 10 more gang-related or motivated acts of vengeance or reprisals as much as two years later.
8. Report gang-related incidents/activities to the Executive Director and/or the Portage Police Department.

DEATH OF A SCHOOL EMPLOYEE OR STUDENT

Procedure to Follow in the Case of Death of School Employee or Student

1. Notification of all School Personnel
 - a. Executive Director contacts Principal immediately.
 - b. Principal contacts building crisis team members immediately.
 - c. Crisis team meets to plan tentative activities for the day or first day back to school.
 - d. The crisis team will make a determination with regard to the extent of teacher, staff, and student involvement.
 - e. Crisis teams may also contact community support services.
 - f. Executive Director and/or Principal contacts all faculty, support staff, and custodians informing them of the death and requests their arrival at school 30-minutes before school starts to attend a special faculty meeting. Deploy crisis team plan.
 - g. Principal reviews the facts of the case with all the faculty and support staff to dispel rumors, to discuss the plan of the day, and to allow for school employees to express their concerns and suggestions.
2. Release of Information
 - a. All information will be approved by the Executive Director prior to release.
 - b. The building principal will release specifics if permission is obtained from the family and related to cause of death and funeral arrangements.
 - c. Refer all questions from media and others to the building administrator or the Executive Director.
 - d. Principal deploys phone messaging system or letter of notice to parents.
3. Suggestion for teacher-student interaction following a death or life threatening situations.
 - a. **Sharing of Information.** Teachers may be asked to share or convey information with the students in their class. As teachers share information, keep the following in mind:
 - Share only the information that you know has been confirmed. Relate only the facts.

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- Do not make judgments or conclusions as to what might have happened.
 - Do not lecture as to the right or wrong of a situation.
- b. **Classroom discussion.** Be empathetic. Each teacher will need to decide the amount of time that he/she wants to give to discuss the situation. It is essential that each teacher give some recognition to the trauma situation at hand.

It is best to have this discussion at the start of the day or when the school/class first becomes aware of the situation. At the middle and high school levels, the discussion needs to be held in only one class, unless circumstances dictate otherwise.

- c. **Your emotional response.** Staff members should not disguise their own response to the death or trauma situation. Do not be afraid to show your own emotions. However, do not hesitate to ask someone else to initially talk with your class if your emotional response is too great.
- d. **Religious beliefs.** Do not let your own religious beliefs enter into the discussion.
- e. **Differences in reaction to death or trauma situations.** Remind students that people react to the death of another person or crisis situations in many different ways. How well they knew the person, their own experience with death, and other personal background factors and characteristics all influence reactions.

Teachers should not pass judgment on another person's reaction to the death. Everyone is entitled to their own reaction. This could include anger, saying cruel things, crying, not crying, showing outward emotion, or showing no reaction.

Reassuring young children. With younger children, assure them that it is very unusual for teachers, staff, or a fellow student to die.

Death of parent, a sibling, a child, a spouse, or a close friend. If the death or crisis situation involves a sibling, close friend, or parent of a student or a child, spouse, or parent of a staff member, consider having a classroom meeting to discuss what it will be like when that person returns to school.

Preparation for attending the funeral. Based on the experiential level of students with death and funeral homes, some class discussion may need to be directed toward what to expect at a funeral and/or memorial service.

Testing and assignments. Because short term memory and recent learning are impaired when a traumatic event occurs, consider suspending testing for at least a few days. In the two weeks following a tragedy, assignments should be more structured and shortened for those students who have been particularly affected.

Recognition of cultural diversity. There are vast differences in both cultures and spiritual beliefs. Become aware of the beliefs and culture of the family of the deceased.

4. Procedure for Attendance at Funeral

- a. The Executive Director will determine the number of employees to be released to attend the funeral without use of personal business days per building.
- b. Permission must be obtained from the parent or guardian of a student before he/she will be released to attend the services.
- c. Students must return to school immediately after funeral services, unless they are released to the authority of the parent.
- d. Guidelines for attending funeral services should be provided to students by the administration.

5. Other Immediate Concerns

- a. The Principal may need to secure substitute teachers or other replacements for individuals incapable of performing their duties.
- b. Seek outside assistance if deemed necessary to assist and supplement discussion in the classroom.
- c. Provide support for teachers and staff as needed.
- d. Collect, secure, and hold personal effects of the deceased for parents, guardian, or the spouse to pick up.
- e. Send flowers and sympathy cards from the school as deemed appropriate.

6. School Employee / Student Death During the Summer

- a. Crisis team meets prior to the new school year to decide a plan of action.
- b. Review “A” through “E” if death occurs during summer school.

7. Long Term Considerations / Memorials

- a. Consider placing an “In Memorial” page in the school yearbook.

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- b. Consider a long-term memorial such as planting a tree, a memorial garden, a picture, plaque, scholarship, etc.

SUICIDE INTERVENTION PROCEDURES

In compliance with Board Policy # -, any time a staff member encounters a situation in which a student appears to be contemplating suicide based on written or oral comments, the following process should be followed carefully.

Step 1 – Stabilization

Step 2 - Assessment of the Risk

Step 3 - Use of Appropriate Risk Procedure

Step 4 - Communication with Appropriate Parties

Step 5 - Follow-up

WHAT TO OFFER STUDENTS AND STAFF AFTER THE CRISIS

1. Safety and security.
2. Structured opportunity to "talk about the crisis" (venting of fears, frustrations, &anger).
3. Validate "what happened" (Why did it happen?).
4. Time, attention and support.
5. Counseling support as needed.
6. Debrief the incident.
7. Bring closure.

AFTER THE CRISIS - CRISIS TEAM DEBRIEFING - QUESTIONS TO ASK

1. What seemed to work?
2. What did not work?
3. How could our plan and team have been more effective?
(What changes, if any, need to be made to the plan?)
4. How could I, as an individual, have been more effective?
5. Ask students and staff how they feel about the crisis.

EMERGENCY MANAGEMENT GUIDELINES

The Board of Education and Administration of the NEIGHBORS' NEW VISTAS HIGH SCHOOL acknowledge the necessity to prepare an emergency management guideline in the event an emergency should occur. Our children and staff have a basic need for security and safety. Any event that threatens that safety and security will be considered an emergency. There are unlimited possibilities for emergency situations that could impact the district. Those include, but may not be limited to the following situations: natural disaster, accidents, hazardous material releases, acts of violence, trauma, death and suicide.

It is the intent of the Emergency Management Guidelines to guide and assist:

- Administrative support to this effort by allocating staff time and resources to the development of individual school management guidelines.
- Plan for training of all staff members in their roles in the building Emergency Management Guidelines. The Guidelines call for involvement of all building staff, including clerical, food service and custodial.

ACTIVATION AND NOTIFICATION OF EMERGENCY MANAGEMENT GUIDELINES

The Emergency Management Guidelines may be activated by the following methods:

1. Principal or principal designee may activate the guidelines.
2. Any Central Office Administrator may initiate the Guidelines as requested or are necessary.
3. Any community-based emergency agency may request the activation of the Guidelines as necessary, based upon community needs.

INTERNAL NOTIFICATION LIST

In the event of activation, the following will be notified as appropriate:

1. Executive Director
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2. Principal
3. Maintenance Supervisor

Two District notifications are included in the plan:

Tornado Watch/Warning

A tornado watch is a forecast of the possibility of one or more tornadoes in a large area. A tornado warning means that a tornado has been detected and may be approaching.

1. Upon receiving notification of a tornado watch, the principal or principal designee will notify unassigned teachers and the custodial staff to watch for dangerous weather activity and to notify the main office of any weather changes.
2. Ensure the emergency radio is on and monitored by office personnel.
3. The principal or principal designee, after consultation with the Central Office personnel, shall determine if students should remain in school after dismissal time.

Winter Storm

1. The Executive Director of Schools will be responsible for determining when school will be delayed or closed because of severe winter storms or weather conditions.
2. The Executive Director will provide a call system to each employee and student household.

Earthquake

In the classroom, at the first feeling of a tremor, teachers should instruct student to:

1. Immediately take cover under desks or tables.
2. Turn their bodies away from windows.
3. Remain in sheltered position until instructed otherwise. During a drill, remain in a sheltered position at least 60 seconds.
4. Remain silent and listen to instructions.

In the Gym, hall, stairways, or other areas where cover is not available, teachers should instruct students to take cover in designated protected areas.

Before re-entering the building after an earthquake, it will be inspected by the Building Inspector or his designee.

Principals are reminded that one earthquake drill per semester is required. You may combine tornado and earthquake drills.

POWER FAILURE

The following procedure will be followed in the event of a power failure.

1. Building lock down will take place immediately.
2. Teachers and students are to remain in their respective classrooms.
3. Wait for communication from the office.

CHEMICALS, GAS LEAKS, AND OTHER HAZARDOUS MATERIALS PROCEDURES

Should a chemical spill, gas leak, high voltage wires or other hazardous materials situation be discovered at your school and present a danger to students and staff, please implement the following procedures. The principal or the principal designee will:

1. Call the Portage Fire Department (911) immediately.
2. Evacuate the building using normal evacuation procedures. Teachers should take their grade book, unless the hazardous situation restricts evacuation in specific areas. If this is the case, use alternate evacuation route. (Important: Move the students as far away as possible from the building).
3. Teachers and staff members are to provide appropriate student supervision. Teachers and administrators are to remain with students at all times.
4. Call the Executive Director or Principal to notify him/her of what you have done.
5. If a decision is made to remove the students and staff from the school site, the previously determined student relocation site procedures will be implemented.
6. The Executive Director or designee will be the only person(s) to respond to the media besides the designated Fire Department spokesperson.

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EMERGENCY PROCEDURES FOR HANDLING DISTURBANCES

Daily And Emergency Student Control Plan

1. Advance preparations should be generated and ready for implementation in the event of unforeseen student protests, disturbances or other conditions of student unrest.
2. Communications are vital, and staff will be informed. However, the classroom teacher plays a vital role in constantly assessing the temperament of the student body. Please keep “tuned in” to your students. Listen! Listen! And Listen! Be proactive.

SHELTER - IN - PLACE

1. Shelter-In-Place is a protective action that can be requested by the local authorities to the community. Shelter-In-Place can be defined as a procedure that basically requires residents to seek shelter, close doors and windows, and seal vents, doors and windows. This provides a physical protective barrier from the airborne chemical and contained non-contaminated air. Studies have shown that even poorly sealed buildings offer protection from large exposures to gas.
2. Shelter-In-Place instructions are given in emergencies when risk to chemical exposure will adversely affect health or life due to the known or unknown properties of the chemical, volume released, and rapid movement of chemical through the air. Chemical emergencies requiring Shelter-In-Place usually only occur over a short length of time such as 3-4 hours.
3. A large chemical release to the environment creates potential hazards and harmful effects to those exposed. Accidental chemical releases to the air are a primary concern to the immediate public. Releases to the air allow for rapid chemical movement and extensive coverage.
4. Airborne chemicals can exist in at least three forms; gas, liquid and solid. The gaseous chemicals travel the quickest because of their low density and higher energy state. The liquids and solids have higher densities and in small droplets and particles can easily be moved through the air.
5. The two most common routes of chemical entry into the body are inhalation and skin absorption. Released chemicals can be inhaled into the lungs and depending on the chemical properties can burn, asphyxiate, absorb into the blood stream or cause other damage to the recipient. Skin absorption can allow entrance of chemical into the bloodstream or damage the skin.
6. When asked to Shelter-In-Place, shut down ventilation systems, seal doors and windows, and remain indoors until instructed by authorities.

Shelter-In-Place Checklist

- _____ Close Doors, windows, and fire dampers
- _____ Turn off any ventilation systems, any system bringing air in from outside
- _____ Place wet, clean towels or rags under doors
- _____ Using the clear plastic (or plastic trash bags) and duct tape, place plastic cover over air intakes and vents
- _____ Remain in room until authorities indicate conditions are safe
- _____ Minimize phone use to allow for important incoming calls
- _____ Follow directions given by school officials and local emergency personnel
- _____ Do not eat or drink food or water that may have been exposed to contaminant
- _____ If a person becomes exposed to hazardous chemicals, contact local authorities, Dial 911.

SPECIAL SITUATION RESPONSE PLAN (EMERGENCY EVACUATION)

The following is a plan developed to respond to an emergency in which your school may need to lock down (code red) and quickly evacuate everyone from the building, relocate and account for every student and staff member.

1. The principal or principal designee determines what an emergency situation is. Whether it is imminent or in progress and immediately locks the building down and assembles his/her team with the following message delivered over the P.A. system. **“Staff, this is a lock down, please clear the halls. All bells are disengaged” (or to be ignored).**
2. Teachers and staff immediately clear their areas and secure all persons behind locked doors.
3. Principal contacts Executive Director or central office personnel.
4. The district designated spokesperson communicates with the appropriate emergency agencies, such as police, fire and
5. The team assesses the situation, gathering as much information as possible.
6. Emergency personnel arrive and are briefed. Current information, floor plans, staff identification, class enrollment, etc. should be available upon request.
7. The team prepares a zone evacuation sequence, route and relocation destination.
8. The team evacuates each zone, including classified staff compiling attendance information.
9. Students and staff are relocated and accounted for. Principals must have a detailed reunification plan in place.
10. Witnesses information is assessed and directed to the appropriate personnel.
11. The principal or principal designee releases the team.

Note: Prior to the evacuation, should the principal wish to terminate the lock down, he or she would deliver the following message over the P.A. system. **“Staff, we have an all clear. Please resume normal activities.”**

Principal

1. “Pre-situation” planning responsibilities.
 - a. Determine two or more locations (on and off campus) to move your faculty and students in an emergency.
 - b. Maintain detailed floor plans of the building, utilities shut-off locations, building exit points and potential problem areas.
 - c. Have at least two pre-determined locations suitable for command posts equipped with all communication devices, building maps and master schedules.
 - d. Appoint communications coordinator and team coordinator.
 - e. Initiate an on-going training and information system for your staff.
 - f. Develop detailed parent-student reunification plan.
2. “Situation” responsibilities.
 - a. Evaluate all information and determine that a situation is in progress.
 - b. Cancel bell system.
 - c. Use P.A. to move “situation” team to its appointed command posts, using the message: **“Staff, this is a lock down. Please clear the halls.”**
 - d. Instruct the Communication Coordinator to begin outside “situation” communications.
 - e. Using the “situation” team determines safe exit points from the building and relocation point. Make necessary communications.
 - f. Advise team coordinator to send all team members to their designated areas to collect attendance.
 - g. Assist emergency personnel.
 - h. Exit building if necessary.

Team Coordinator

1. “Pre-situation” planning responsibilities.
 - a. Be familiar with all aspects of the “situation” plan.

- b. Maintain wall maps at each command post showing in detail the location of all classrooms, exits, utility information (water, gas, sprinkler, electricity and phones), possible hiding places inside the building, planned exit routes, potential relocation points, a zone map dividing the school into zones and the team member responsible for each one.
 - c. Prepare a plan to use guidance counselors, librarians, and/or other non-classroom personnel as team members.
 - d. Update plan as needed.
- 2. “Situation” responsibilities.
 - a. Team coordinator will move to the command post at this signal from the principal or principal designee. **“Staff, this is a lock down. Please clear the halls.”**
 - b. If a decision to exit the building is made, direct the team to exit all zones in a controlled manner, except the zones in which the “situation” is in progress. Critical areas will exit at the direction of emergency personnel.
 - c. Assist in directing students and staff to relocation area. Serve as principal designee at relocation site until principal arrives. Know the location of all substitute teachers.
 - d. Collect and evaluate class attendance from the team members to identify possible missing persons. Communicate information to the principal or principal designee.

Team

- 1. “Pre-situation” planning responsibilities.
 - a. Move to command post upon signal from the principal or principal designee. **“Staff, this is a code red. Please clear the halls.”**
 - b. Assist in evaluation of information, determination of safe exits from the building, and relocation sites.
 - c. Upon instruction from the principal or principal designee, move quickly and calmly to the classes in your zone of responsibility, collect attendance and direct each class individually to a safe exit in an orderly manner. **Students may NOT go to their locker, a restroom, etc., and MUST stay with the classroom teacher.**
 - d. Check restrooms, alcoves, etc. and place all persons in the care of a teacher before returning to the command post.

Classroom Teacher

(“Situation” duties and responsibilities)

1. Upon hearing or receiving in writing, **“Staff, this is a code red. Please clear the halls,”** look into the area around your classroom (such as restrooms, hallways, stairwells). Bring into your classroom every person in the immediate vicinity. Assist substitute teachers in your area, if possible, then close and lock your door.
2. Immediately take attendance adding the name of any student or adult not normally assigned to your class. Remain calm. Do not alert your students that there may be a situation. It is extremely important that you remain in control of your class.
3. Under no circumstances should you release a student from your classroom into the hallway.
4. A statement will be provided by the principal or principal designee concerning the situation. Until that communication arrives, something like the following should be said: “I am not sure what is taking place. However, I am sure we will receive word if anything important is happening.”
5. Open your door only at the signal, when you visually recognize the team member, or when proper I.D. is provided by emergency personnel. Please give a copy of your class attendance with any additions or notes about extra or missing students or adults to the team member upon request.
6. When directed, move your class from the building in a controlled manner to the designated area by the team member. Keep your students together and stay with them! Leave your classroom door locked.
7. Students may not go to their lockers or the restroom.
8. Do not return to the building until permission is granted.

9. Make no statement to the press and do not allow the media access to your students.
10. Please remain alert to problems and cooperate with emergency personnel.

Staff Support

Secretaries:

1. Upon hearing or receiving the signal: “Staff, this is a lock down. Please clear the halls”, close and lock the door.
2. Take emergency related phone messages and forward them to the appropriate team member (by phone only). All other messages should be recorded and terminated quickly. Refer parent or other requests for information to the Administration Building.
3. Take a written attendance including visitors and prepare to exit the building.
4. Please keep all your office workers and collected students with you until dismissed from the relocation area.
5. If phones are out, communication can be made by using the school’s cell phones or portable radio.

Custodians:

1. Upon hearing or receiving the signal: “Staff, this is a lock down. Please clear the halls”, please lock your office and report to the principal’s office for instructions.

Communications

1. Pre-cautionary Planning Responsibilities.

The principal should have a “situation” file at each command post with a listing of people and phone numbers to contact in an emergency situation.

The “situation” file should include the following: A master schedule, lunch schedule, bell schedule, list of non-classroom personnel including guidance,

library, secretaries, custodians, lunchroom workers, and other staff, principals and “situation” team members.

Included in the file should be a series of maps and diagrams illustrating the following: utility entrance points and cut off locations (water, electricity, gas, sprinklers and phones), all exits numbered consecutively, known in wall hiding areas, class locations and designations, P.A. communication instructions, planned exit routes, etc.

- . Determine an off campus location for parents and news media to receive information.

2. “Situation” Responsibilities.

- a. Move to command post – announce to staff: “Teachers, this is a lock down. Please clear the halls.”
- b. Make “situation” calls and contacts when directed.
- c. Serve as the official recorder of events, including time, place and names.
- d. Assist emergency personnel in locating any utility or other device they may deem necessary.
- e. The appropriate administrative director will make official statements to the media and parents as required.

ADDITIONAL ADMINISTRATORS

1. Pre-cautionary Planning Responsibilities.

- a. Be prepared to replace the principal, and as necessary
- b. Assist the principal in compiling and duplicating “situation” file.
- c. Have the two-way communications device in reach at all times.
- d. Be familiar with school utility locations and exit plan.

2. “Situation” Responsibilities.

- a. Locate, identify and evaluate “situation” when possible.
- b. Communicate information to the principal by any available means.
- c. Maintain contact with the principal and continue to report as “situation” unfolds.
- d. Assist emergency personnel in “situation” area as needed.
- e. Restrict student and staff, access to “situation” area.
- f. Exit to relocation site and assist student monitoring as needed.

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EVAUCATION OF SITE

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken.

1. Principal.
 - a. Notify the Executive Director or designee.
 - b. Notify transportation of the number of students and staff present. Also give the number of special needs students.
 - c. Direct clerical staff to take the school's master schedule.
 - d. Direct the school nurse or designee to prepare emergency medications to be transported.
 - e. Direct all personnel to leave the building and secure the building.
2. Classroom Teacher.
 - a. Plan to evacuate with your class and ride the bus.
 - b. Take a copy of the class enrollment list.
 - c. Notify the principal or principal designee of any special need students and their requirements.

3. Host School Site.

The first choice for a shelter during a building site evacuation would be the designated school as shown on the Assigned School Evacuation Sites for Emergency Procedure. When the host site principal is notified of arriving students, the following steps should be taken:

- a. Notify all staff members of the situation.
- b. Assign personnel to greet arriving buses and community evacuees.
- c. Notify the school nurse and anticipate any medical emergencies. (May request that EMT and ambulance stand by at the school).
- d. Make arrangements for dealing with the media. Request the Central Office to send the Executive Director or designee.

- e. Consider how students will be fed and restroom needs met.
- f. Activate crisis intervention team to deal with any emotional trauma.
- g. Provide area and materials for parents who may arrive to pick up students.
- h. Provide an area for non-school community evacuees.

Because of the impossibility of any guidelines providing all the information necessary of every situation, each principal and administrator needs to recognize their situation may have requirements beyond those outlined in this document.

TRANSPORTATION FOR SCHOOL EVACUATION

When an emergency situation occurs which will require a school site to be evacuated, the following procedure will be used.

1. Transportation will be notified by a Central Office administrator.
 - a. The information transportation will need:
 1. Type of emergency.
 2. Time frame for evacuation.
 3. Number of students and staff to be transported.
 4. Number of special needs students. (Example: wheelchairs, walkers, etc.)
 5. Emergency shelter location.
2. Transportation Supervisor or Designee responsibilities.
 - a. Contact drivers assigned to the building(s).
 - b. Contact drivers residing near the school site.
 - c. Contact drivers using the emergency call out procedures.
 - d. Use any available bus and employee possessing a CDL.

ASSIGNED SCHOOL EVACUATION SITES

1. Students and staff will be transported by school buses to the designated school sites below, if the emergency situation makes it necessary.
2. Teachers are responsible for their classes.
 - a. Keep class calm.
 - b. Follow emergency procedures in the crisis handbook.
 - c. Take your teacher's grade book with you.
 - d. Check attendance as students enter the bus.
 - e. Try to account for each student's whereabouts.
3. The evacuation sites for all schools are listed below.
 - . Adult Education
 1. Willowcreek Middle School
 2. Portage High School (Back Up)
 3. Exit the Property and Home (unless police do not authorize)

At the evacuation site the principal will meet the students and escort them to the designated areas

Reunification Plans

Parents are to enter one door where students are being housed, where Adult Education staff members will be stationed.

Parents must provide identification to retrieve their own child.

Parents will give the Adult Education staff member the student's name at the door.

Parents will go to a designated area in the housing facility to wait for their child.

Adult Education staff member find the student and take him/her to their parent.

The parent will sign the student out of the building.

EMERGENCY COMMUNICATION SYSTEM

RADIO

Information received over the emergency radio includes: Weather emergency, Amber Alerts, Terrorist alerts, Emergency information from central office and some routine information if all other means of communication are out of service.

Tests of the Emergency Weather radio are conducted every Wednesday between 11:00 am and noon. Tornado sirens are tested the first Tuesday of every month at 11:00 am.

The School Safety Specialist will conduct district testing of the radios quarterly. Documentation of testing will be maintained at the buildings and by the School Safety Specialist.

Procedures when message is received:

Building Level

- Notify building administrator (If no administrator is available, continue to next step) and ensure administrator has handheld unit.
- Implement appropriate action within building.
- Notify Administration building.
- Maintain radio awareness and await further direction from administration.

Administration Center

- Notify building administrator (If no administrator is available, continue to next step) and ensure administrator has handheld unit.
- Implement appropriate action within building.
- Ensure all buildings are in receipt of emergency message.
- Provide updates and guidance to buildings.
- Issue all clear after emergency situation is resolved.

Attachment 48 – Dress Code Policy

DRAFT – Subject to board revision and approval

(Board Policy #)

The Governing Board of Neighbors' Educational Opportunities (NEO) firmly believes that appropriate dress and grooming contribute to a productive learning environment. Students must wear clothing that is suitable for school activities in which they participate. Clothing must not present a health or safety hazard or a distraction, which would interfere with the educational process.

It is not the intent of NEO's Governing Board to suppress neither free speech nor freedom of expression, but to take action designed to strengthen the safety of the campuses in order - to promote greater student achievement. Students cannot learn nor can staff work or teach in an atmosphere of fear. The Neighbors' New Vista High School dress code has been established taking current trends and the concern for student and staff members' safety in mind.

DRESS CODE POLICY

Student dress and good hygiene are the responsibility of both the student and parent/guardian. High School, in particular, is the level where students are being prepared for the adult workplace, and NNHHS promotes an educational environment where its students are well-groomed, neat and representative of not only themselves, but of their school in general.

Students may dress in a way that complies with basic dress code requirements as outlined below. This is expected at school and at all activities in which the student is a representative of the school. This includes participation in events off school campus such as field trips, award ceremonies, community events, presentations, or recognition program.

Clothing Requirements

1. **Tops:** Tops are to have appropriate coverage with sleeves. Tops which are not school-appropriate include those that are sheer (see-through), low-cut, bare-midriff.
2. **Shorts and Skirts:** Shorts and skirts are to be worn at the waist and no shorter than 4 inches above the knee.
3. **Pants:** Pants are to be worn at the waist, without sagging and/or exposing undergarments. Leggings are only to be worn under regulation-length shorts or skirts.

Not allowed:

- Hats, hoods, caps or other head coverings (upon entering building for school) except in the instance of religiously sanctioned head-covering.
- Sleepwear, PJ's, and slippers.
- Chains or ropes.
- Words or symbols with "double meanings" or innuendo.
- Offensive, profane wording or words commonly known as "swear" words.
- Words or symbols which identify or advertise alcohol, drugs, tobacco, sex, violence, weapons, gangs, or racism.
- Clothing which is damaging or hazardous (such as roller-blades in shoes, metal plates or rivets on shoes).

The Board, realizing that dress and styles change continually and that some clothing may be appropriate for only certain occasions, sanctions the administration to determine what is appropriate for the school setting in addition to the requirements stated above.

Since students involved in extra-curricular activities are representatives of the school, additional standards or requirements regarding dress or appearance may be made of them.

The dress code prohibits students from wearing gang-related apparel or clothing that is linked to hate or violence type groups.

Students who violate these standards shall be subject to appropriate disciplinary action that may include suspension and/or expulsion.

Policy History

Original: approved by the board on , 2011.

Revision 1: approved by the board on .

Neighbors' New Vistas High School



2011-2012 Student and Parent Handbook

Neighbor's New Vistas High School

Portage Adult Education Center
5391 Central Avenue
Portage, IN. 46368
Phone : (219) 850-4448
Fax : (219) 850-4445
Web Site: www.neoadulted.org

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WELCOME LETTER

Dear Students and Parents or Guardians,

I am so pleased to welcome you to our school. You are to be commended for taking this step toward completing your high school education. I know that I speak for the entire *Neighbors' New Vistas High School* staff when I say that we will do everything we can to support you on your journey.

Our school is open to all Indiana high school students. Our school's foundation rests on the "Golden Rule" - Treat others as you would have them treat you. With this philosophy guiding us, we pledge to recognize, respect, and celebrate the unique value of each member of our school community. We look forward to getting to know each one of you. Learning is maximized when a school culture is rooted in respect, responsibility, and commitment to learning.

We try to create a relaxed environment allowing each personality to flourish in his or her own way, and time. As serious adult students, you are here to seek and gain knowledge, acquire and practice skills, develop and experience understanding, not only of facts, but also of yourself and others. Celebrations are scattered throughout the year to recognize your gains and accomplishments. Graduation will be our annual celebration to honor those who have obtained their diploma.

I am here to assist you in your pursuit of the skills needed for success in this school, home, workplace, and in the community. Please feel free to speak with me about any questions or concerns.

Once again, welcome to your new school. We are glad you are here.

Sincerely,

Rebecca A. Reiner

Director
Neighbors' Educational Opportunities, Inc.
Portage Adult Education Center
5391 Central Avenue
Portage, IN 46368
219-850-4446
rreiner@neoadulted.org

Neighbors' Educational Opportunities, Inc.

NEO's HISTORY

In 1962, the state of Indiana sent out a call for school corporations to help provide educational opportunities for adults who did not have a high school diploma. Portage Township Schools answered that call, and so Portage Adult Education was conceived. It began as a few night classes offering a credit program for adults to earn a diploma. In the early 1970's a GED learning center was added as well as an official GED Testing Center.

The 1970's were a time of growth for the organization. Under the leadership of the director, Kenneth L. Woodruff, the program began a community outreach program offering GED preparation centers in various communities throughout Northwest Indiana. By the mid-1980's the program offered GED preparation classes and English as a Second Language (ESL) instruction in 6 counties and provided a fully accredited adult high school.

In January 2011, after 49 years of sponsorship, the Portage Township Schools' Board of School Trustees voted to end the adult education program due to financial reasons. Its supervision of the program was scheduled to end on June 30, 2011.

In the months leading up to that and in response to the anticipated closing, Neighbors' Educational Opportunities, Inc. (NEO) was organized as a non-for-profit organization to assume responsibility for the program. During the spring of 2011, NEO submitted an application to Ball State University to charter the Neighbors' New Vistas High School, a replacement of the Portage Adult High School, scheduled to open in August 2012.

2011-2012 began the transition to the new organization. On July 1 2011, NEO assumed the lease for the Portage Adult Education Center at 5391 Central Avenue in Portage in agreement with a lease from the Portage School Corporation. In August 2011, NEO resumed GED testing at this site and reopened the Portage Adult Learning Center - GED and ESL classes resumed. By September, NEO had secured an agreement with area superintendents to issue secondary credits to students who enrolled in NEO's Adult Secondary Credit Program until the opening of the new charter school a year later.

The school's history is made of inspiring stories of students who turned to the school for a second chance and went on to successful careers. Thanks to students' perseverance, staffs' dedication, and community support, the vision Ken had nearly 50 years earlier lives on. His motto, "You Can" will continue to inspire a new generation of students to achieve a secondary credential and be prepared for success in an ever-changing global society.



ABOUT NEO

Neighbors' Educational Opportunities, Inc. (NEO) is a 501(c)(3) organization established to provide educational services to adults and high-school age residents of northwest Indiana. This establishing entity is the parent organization in charge of the newly formed Neighbors' New Vistas High School located within the Portage Adult Education Center. NEO is also responsible for maintaining an official GED testing site, for providing GED and ESL programs at the Portage Adult Learning Center, and for partnering with other providers to offer students a variety of Career Pathways certification opportunities.

NEO

Rebecca Reiner, President,

Board of Directors

Sharon Mortensen Albert Trost
Linda Friedrich Derek Dabrowiak
Other –TBD

Administrative Staff

Rebecca Reiner, *Director*
TBD, *NNVHS Principal*
Paula Siminski, *Financial and Assurances Officer & GED Chief Examiner*
Leticia Munguia, *Registrar & GED Examiner*

Teachers and Instructors

Mona Carnahan	Gail Ludwig	Leah Senese
Mary Lee Carr	Glenda Nicholas	David Shepherd
Debby Gearhart	Carla Novreske	Pat Toscani
Alicia Jackson	Shelley Schmidt	Jennifer Whelpley

Additional Staff

Dennis Archbold William Caylor
Melanie Mallon Rosa Munguia

Contact Information

Director	219-850-4446
Principal	219-850-4449
Registrar	219-741-4447
Main Office	219-850-4448
Portage Adult Learning Center	219-850-4331
ESL Classroom	219-850-4668
Portage Teen Center	219-850-4339

VISION STATEMENT

Our vision is to create one of the state's most effective charter schools in order to help secondary students, who have not succeeded in traditional schools, graduate from high school and be prepared for the workforce and/or post-secondary education as a means of being fulfilled, engaged, and successful citizens in an ever-changing global economy.

MISSION STATEMENT

The mission of *Neighbors' New Vistas High School* is to provide students a viable opportunity to earn their high school diploma and to gain the skills necessary for success in an ever-changing global economy. We aim to do this by founding all practices here at the school on the goals of cultivating a community of reflective learners, collaborative workers, creative problem-solvers, effective communicators, and engaged citizens.

All members of this school community will be expected to abide by the schools guiding practices of nurturing relationships, using effective instructional methods, engaging in a rigorous and relevant curriculum, demonstrating respect for self and others, and assuming responsibility for ensuring a safe and positive culture of learning and engagement at the Neighbors' New Vistas High School.

Neighbors' New Vistas High School will provide educational opportunities that will:

- Enable students to acquire the skills necessary to function successfully in today's society.
- Prepare students, who so desire, for post-secondary education, work, and/or training.
- Assist students in meeting the employment challenges of the future and for membership in an educated and skilled workforce.
- Cultivate in each individual a positive sense of self and self-worth.
- Secure resources so students achieve educational, employment, personal, or social goals.

PHILOSOPHY

The philosophy of *Neighbors' New Vistas High School* is based on the following underlying assumptions:

- All students have unique and intrinsic worth.
- All students have experiences, abilities, and skills that influence learning.
- All students have the ability and responsibility to direct their attitudes and actions.
- All students have the potential for self-fulfillment.
- All students should be involved in making decisions that affect them.

Our program focuses on these beliefs and the importance and dignity of the individual. We are committed to providing the stimuli, support, and variety of opportunities that can empower each person to achieve independence, self-sufficiency, and self-satisfaction. As Thomas Jefferson once said, "*Democracy depends upon an enlightened citizenry!*"

NEIGHBORS' NEW VISTAS' SCHOOL 2012-13 CALENDAR

August 12						
Su	M	Tu	W	Th	F	Sa
			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	
September 12						
Su	M	Tu	W	Th	F	Sa
						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 12						
Su	M	Tu	W	Th	F	Sa
	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			
November 12						
Su	M	Tu	W	Th	F	Sa
				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 12						
Su	M	Tu	W	Th	F	Sa
						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					

	8 Professional Development
	Student Orientation & Registration
	Holiday/Vacation
	4 All-School Community Service Days
	30 Friday Flex Days

	Term 1
	Term 2
	Term 3
	Term 4
	Intern.

180 Student Days

Term 1 - 34 Days
Term 2 - 34 Days
Term 3 - 34 Days
Term 4 - 34 Days
10-Day
Internships

January 13						
Su	M	Tu	W	Th	F	Sa
		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 13						
Su	M	Tu	W	Th	F	Sa
					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		
March 13						
Su	M	Tu	W	Th	F	Sa
					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 13						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 13						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 13						
Su	M	Tu	W	Th	F	Sa
						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					

NNVHS DAILY AND YEARLY SCHEDULE

Neighbors' New Vistas High School offers students a core 4- term school year from mid-August through May, from 8:00 am until 2:35 PM. In addition to these core academic periods, students will participate in a minimum of one two-week internship during which they will participate in career exploration internships. The core school year also includes four school-wide community service days and 30 individualized instructional Fridays, designed to meet the individualized academic needs of each student. Fridays will be designated for Freshman Academy, Career Pathways, Senior Institute, and independent study program.

Students may choose to enroll in the fourth period, from 3:00 – 4:45PM. This is an additional opportunity to customize programming to meet students' individualized academic needs. Students may take an additional class or participate in a number of activities including tutoring and remediation labs, Career Pathways and career counseling sessions, and community service and/or internship programs.

Finally, students will have the opportunity to attend a second 2 week-long internship experience in June and a 3- week-long Summer Session during the month of July. This session will offer students one more opportunity for credit recovery and/or remediation activities.

Daily Schedule

8:00 – 8:20 AM	Advisor/Advisee	12:50 – 2:35	Period 3
8:20 – 10:05 AM	Period 1	3:00 – 4:45	Period 4 (Optional)
10:15 – 12:00 Noon	Period 2	5:30 – 8:30 PM	Learning Center Open
Noon – 12:50 PM	Lunch		

ENROLLMENT AND REGISTRATION

Admissions Policy

Neighbors' New Vistas High School (NNVHS) is a free public school open to all eligible candidates subject to space and staff availability. No student or applicant at NNVHS shall, on the basis of ethnicity, religion, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity.

Students residing in the state of Indiana are eligible to attend NNVHS. There are NO in-state geographic boundaries.

Application Procedure

Students and/or parents are encouraged to visit our website <http://www.neoadulted.org> and click on "Enrollment" to access all pertinent information. They may also come to the school's main office to pick up the enrollment applications.

Enrollment Paperwork

1. Signed Student Application. If you sent your application via e-mail and it was NOT signed, you need to print a copy, sign it, and turn it in. If you do not have a copy of your application, please visit our website.
2. Emergency Contact form. Please complete one for each student attending from your family. This information will be held in our office, accessible to staff in case of an emergency.
3. Copy of each child's Birth Certificate.
4. Proof of Indiana Residency. This may be a utility bill or similar document that shows current name and address. This may not be a driver's license.
5. Release of Student Records form. This form must be filled out for every student. This form allows your student's current school to release their records to NNHHS and allows our school to complete required reporting to the Indiana Department of Education.
6. Copy of current IEP (Individualized Education Plan) or BIP (Behavior Intervention Plan), if applicable. If you have a copy to share, please do. If you do not, NNHHS will obtain a copy from your child's current school.
7. Copy of official transcripts from the last school attended.

Students and/or parents will be notified if any additional paperwork is required before the school year begins.

All enrollment forms may be downloaded online at <http://www.neoadulted.org> ..

Lottery

In the event that the number of prospective students for a given school year exceeds the allowed number for that year, a lottery will be held on the second Saturday in June prior to the school's fall semester.

Waiting List

A waiting list will be established for applications not selected in the lottery. The position on the waiting list will be determined during the initial lottery process for applications received before the application deadline. Applications received after the deadline will be placed on the waiting list in the order received. Preference will be given to siblings of existing students. Applicants will be notified of their position on the waiting list and spaces will be filled in numerical order from the list.

Other Enrollment Information

1. All students must sign up for and attend an Orientation Session prior to registering for classes. During the orientation, students will take a reading and math test that will determine eligibility for our various English and Math classes. Orientation lasts approximately four hours.
2. It is recommended that students make an appointment with our school's registrar, assistant director, or director to have your transcripts analyzed prior to registering for classes. We want to make sure you are taking the classes you need to graduate.
3. There is a \$25 book rental fee per class. Personal checks, cash, or money orders are accepted. We do not accept debit or credit cards.

Counseling

The NNVHS registrar and principal are here to help you if you have any problems getting your records straight or deciding on which classes to take. Do not hesitate to ask us for help!

CHILDCARE

Neighbors' Portage Adult Education offers a quality childcare program with an emphasis on the cognitive, social, and physical development of young children. Our program requires parental involvement in the daily development of children placed in our program. This service is available to our students and staff while they are attending class. The child must be at least sixteen months old to participate. The childcare center hours are from 7:45 AM - 12:00 noon. The cost is minimal – a ten dollars (\$10.00) registration fee and five dollars (\$5.00) per day per child.

SCHOOL CLOSING

Parents or students can contact the following mediums to find out if the school is closed:

1. Go to www.emergencyclosings.com. If closed, our school will be listed.
2. Tune into any major local radio station or news networks—it will be listed via Emergency Closings.
3. Check our website: www.neoadulted.org . Closings or delays will be posted on the home page.

EMERGENCY RESPONSE PLAN

The Portage Adult Education Center has an emergency plan in place to address the various events that may occur in the building. The plan is available for review by parents in the main office.

REFUNDS

Student will receive a full refund if they notify the office that they want to withdraw from a class 24 hours before the start of that class. No refund will be given after the first session of class. Full refunds will be issued if a class is canceled.

If you are requesting a refund and you paid by check, you will need to fill out a refund voucher. As soon as your check clears the bank, the school will mail you a refund check. This usually takes approximately three weeks.

HEALTH INFORMATION SERVICES

Health Services

Classroom teachers will refer students to the Office whenever symptoms indicate the possibility of illness, injury and/or pain. Minor injuries may be treated at school.

Each student is required to have an Emergency Contact Form on file. This form requires names and phone numbers of two or more persons being 18 years or older that can be contacted in case the parent/guardian/spouse cannot be reached.

Medication

Students may not carry medication, pills, or inhalers and will need a note from a physician to carry these item(s) during the school day. The prescription for the medicine(s) must be on file in the office, which states that the student needs to keep the medicine with them during the day. **Parents** that bring medication for **children in the childcare** must sign a permission form for the childcare workers to administer the medication. Parents may also be excused from class long enough to go to the childcare room to administer the medication to the child themselves.

SMOKE- FREE ENVIRONMENT

Neighbors' Portage Adult Education is dedicated to providing a healthy, comfortable, and productive environment for students, employees and citizens. Therefore, smoking is prohibited anywhere on school property.

Our school supports the provisions of the Indiana Clean Indoor Air Law, effective on September 1, 1987, and as such, remains committed to the notion of reducing involuntary exposure to tobacco smoke among students, employees and citizens. Our school believes that the use of tobacco products in any part of the school building, or any vehicle on school property, denies students, employees and citizens' access to clean air, introduces a substantial health hazard to those persons, and interferes with employees' performance of their duties. Our school further joins with the American Cancer Society, the American Lung Association and the American Heart Association in promoting a smoke-free school environment.

Our school also believes that education has a central role in establishing patterns of behavior related to good health and shall take measures to help students and employees to resist tobacco use. The health and science curriculum in the schools shall stress the hazards of tobacco use. The implementation of this policy is designed to enhance health and safety education for all students and employees and to promote air cleanliness at the school.

ATTENDANCE

Consistent daily attendance is required to make academic progress and to earn credits. The attendance policy intends to support students in their goal to earn their high school diploma and to establish attitudes and behaviors that they will maintain throughout life. It is the student's responsibility to attend school daily. In order to do this, all non-emergency appointments should be made outside of school hours.

Students have the opportunity to earn credit in a class provided that they have *no more than three absences per day class*.

An *absence* is defined as missing *more than* 30 minutes of class.

A *tardy* is defined as missing *up to* 30 minutes of class.

TWO TARDIES EQUAL ONE ABSENCE.

It is the student's *responsibility* to meet with each teacher following an absence and make arrangements to complete any missed work and to communicate the reason for the absence. Written documentation for the absence may be requested (court appointment, college or military exam, funeral, hospitalization, etc.)

After the *2nd absence*, the teacher will personally notify the student of his/her status and discuss any issues affecting attendance. The student will sign a form noting that he/she is aware of his/her absences.

After the *3rd absence*, the teacher will *personally notify* the student and parents of students under 18 that they have reached the maximum number of allowed absences. The teacher will make sure that the student knows that he/she will be withdrawn from that class if there is another absence. A Plan of Action may be implemented IF the student's situation merits this action.

Upon the *4th absence*, the student will be *withdrawn* from that class and no credit will be given unless the teacher and the principal are in agreement that special allowances be made.

If the student is withdrawn from class, however, a copy of the withdrawal form will be mailed to the student's residence.

Extended absences, due to injury, chronic illness, or extenuating circumstances, will be dealt with on an individual basis. It is the *student's responsibility* to discuss these circumstances with the teacher in a timely manner. The following criteria will be used to determine whether a student is eligible for a Plan of Action:

- a. The student has provided written documentation for absences that are valid, appropriate, and/or unavoidable.
- b. The student is passing the class in question.
- c. The student has made timely and reasonable efforts to discuss the absences with his/her teacher *and* has completed missed work.

STUDENT CONDUCT

Student success is directly impacted by student conduct. Therefore it is the policy of *Neighbors' Portage Adult Education* that all students conduct must promote the purpose and mission of the school – LEARNING. We respect and guarantee freedom of expression so long as such conduct does not intrude upon, endanger, or threaten the freedom of others to learn and teach.

The board of education recognizes that implementation of this policy calls for sensitive, tolerant, intelligent action on the part of the school staff, so that fostering of individuality is not incompatible with educationally sound group effort. In each instance in which an employee acts to help a student conduct himself/herself properly, emphasis shall be placed upon the growth of the student in the ability to discipline him or herself.

All students should recognize the consequences of their conduct. This refers to their actions toward each other, their language, their dress, and their manners. Students, both individually, and in groups, shall comply with school regulation until needed changes are made through due process and shall recognize the authority of the teachers.

Disobedience or open defiance of the teacher's authority shall constitute sufficient cause for disciplinary action and may result in suspension or expulsion from school. When in the judgment of a teacher, an individual or a group effectively challenges his/her authority to conduct meaningful instruction in a classroom through disruptive acts, abusive language, or threats of bodily harm, the teacher shall report such activity at once to the director who is empowered to institute appropriate corrective and/or disciplinary action.

In the administration of disciplinary action against a student, which could result in the student being denied the right of school attendance for a short or extended period of time, the school official must assure that the student's right to due process is not violated.

CONSEQUENCES OF INAPPROPRIATE ACTIONS

- A. ***Illegal substances:*** The possession, consumption, or sale of alcohol or drugs on school property is illegal and offenders will be expelled from classes and prosecuted. Any student observed with or suspected of possessing illegal substances or alcohol may face a personal and/or property search.
- B. ***Smoking:*** Smoking is not permitted in the building or anywhere on school property, including in your cars. Smoking is also prohibited on the street in front of the building or on neighbors' property. Chewing of tobacco is prohibited in the building or on school grounds. The first violation of this policy will result in a written warning; additional violations will result in suspension. Smoking is prohibited by anyone under the age of 18 and if caught, subject to arrest and/or fines.

- C. ***Vandalism:*** Vandalism of school property will result in immediate expulsion and prosecution.
- D. ***Inappropriate language:*** It is expected that students maintain proper language on school property. If foul, disrespectful, threatening or offensive language is heard inside or outside the classroom, a warning will be given. The second offense will result in an in-school suspension. We support a ZERO TOLERANCE policy – any disparaging remarks aimed at an individual or group due to race, ethnicity, religion, sex, or sexual orientation will not be tolerated.
- E. ***Disruptive Behavior:*** Any actions that are disruptive to the school program, disrespectful to school staff, dangerous, or potentially harmful to another person, are cause for suspension or expulsion. Physical altercations (fighting) on school grounds are cause for immediate expulsion of both parties.
- F. ***Gang Activity:*** Gang Activity is prohibited in the school or on school grounds. Therefore: Clothing with hand decorated gang symbols or clothing that promotes illegal or inappropriate activity is forbidden. Speech or acts that encourage gang membership, threaten or intimidate others, or incite others to commit physical violence or damage to property is prohibited and will result in suspension.
- G. ***Beepers:*** Beepers or similar devices are prohibited in the building. Caught once, it's ours for the day; caught twice, it's ours for the session.
- H. ***Weapons:*** Federal and state law prohibit the possession of a potentially lethal weapon on school premises. Police will be notified if this guideline is violated and the person will be immediately and permanently ejected from school premises.
- I. ***Cell Phones:*** All cell phones MUST be turned off during school hours EXCEPT during break times and lunch. If a student has a cell phone out or on, the teacher will confiscate it for the entire day. Students may retrieve it at the end of the school day.

SEARCH AND SEIZURE

The search of a student's person or property shall be based on a reasonable suspicion that the student has in his/her possession any item of an illicit or illegal nature, stolen property, or other such contraband that he/she is forbidden to possess, or materials which may have been used to cause disruption to the educational process, or which may endanger students or school personnel. Reasonable suspicion may be based upon, but not limited to: student tips, faculty referrals, parent phone calls, or suspicious behavior on the part of a student. Any information received will be examined as to its validity and credibility prior to any action being taken. Building administrators and security personnel shall have the authority to examine, or cause to be examined, a student's person or property.

The search may include:

- The pockets of the students
- A "pat down" of the exterior of the student's clothing
- Any item in the possession of the student such as a purse, gym bag, and/or object such as a locker, desk, or automobile

An administrator or designee, in a private room as provided above shall conduct searches of the person of a student. A witness shall be present during the search. If incriminating evidence is found, a determination shall be made whether or not to involve the police. Anything found in the course of a search that is evidence of a violation of the student conduct standards may be:

- Seized
- Returned to the parent or guardian of the student or the student.
- Destroyed if it has no significant value or
- Turned over to the Portage Police Department

Refusal by a student to have his person or property searched shall be subject to suspension and/or termination from all classes. School officials shall exercise professional judgment and discretion in the search of a student's person or property. If incriminating evidence is found, or a more thorough search or investigation is required, the administrator in charge shall make a determination whether or not to involve the police and authority having jurisdiction over the area.

GRADUATION REQUIREMENTS

Neighbors' New Vistas High School is here to help you fulfill the credit requirements needed to graduate from high school. This school issues an ***Indiana Core 40 Diploma***. Listed below are the requirements for this diploma. Students may petition for approval from the school's principal to earn one of the other types of diploma detailed in the following pages.

Core 40 Diploma

Course and Credit Requirements for a Core 40 Diploma	
English/ Language Arts	8 credits
	Including a balance of literature, composition and speech.
Mathematics	6 credits
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits.</i>
Science	6 credits
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: Any other Core 40 science course
Social Studies	6 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits
	World Languages Career-Technical Fine Arts
Physical Education	2 credits
Health & Wellness	1 credit
Electives*	6 credits (Career Academic Sequence Recommended)
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a Career Academic Sequences (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.



Graduation Requirements... *continued***General High School Diploma****Indiana General High School Diploma**

Beginning with students who enter high school in 2007–2008, the completion of Core 40 becomes an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.

If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements

English/Language Arts	8 credits
	Credits must include literature, composition and speech
Mathematics	4 credits
	2 credits: Algebra I or Integrated Mathematics I
	2 credits: Any math course
Science	4 credits
	2 credits: Biology I
	2 credits: Any science course (as long as at least one credit is from a Physical Science or Earth & Space Science course)
Social Studies	4 credits
	2 credits: U.S. History
	1 credit: U.S. Government
	1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
Career Academic Sequence	6 credits Selecting electives in a deliberate manner to take full advantage of career exploration and preparation opportunities
Flex Credit	5 credits

Indiana General High School Diploma

	<p>To earn 5 Flex Credits a student must complete one of the following:</p> <p>Additional courses to extend the career academic sequence</p> <p>Courses involving workplace learning, which may include the following courses:</p> <ul style="list-style-type: none"> • Career exploration internship • Professional career internship • Business cooperative experiences • Cooperative family and consumer sciences • Industrial cooperative education • Interdisciplinary cooperative education • Marketing field experience • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	<p>6 credits</p> <p>Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years.</p>

40 Total State Credits Required

Schools may have additional local graduation requirements that apply to all students

GENERAL HIGH SCHOOL DIPLOMA REQUIREMENTS

Graduation Requirements... *continued***Core 40 with Academic Honors****CORE40 with Academic Honors** *(minimum 47 credits)*

For the Core 40 with Academic Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.

Complete one of the following:

- Complete AP courses (4 credits) and corresponding AP exams
- Complete IB courses (4 credits) and corresponding IB exams
- Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
- Score a 26 or higher composite on the ACT
- Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits)
- Complete a combination of an AP course (2 credits and corresponding exam) or an IB Standard Level course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)

Graduation Requirements... *continued*

Core 40 with Technical Honors

CORE40 with Technical Honors	<i>(minimum 47 credits)</i>
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For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits).
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.

Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.

Complete two of the following, one must be A or B:

- Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
- Complete dual high school/college credit courses in a technical area (6 college credits)
- Complete a Professional Career Internship course or Cooperative Education course (2 credits)
- Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours)
- Earn a state-approved, industry-recognized certification

For more information on diploma requirements visit the Indiana Department of Education website at:

<http://www.doe.in.gov/core40/>

NEIGHBORS' NEW VISTAS HIGH SCHOOL COURSE OFFERINGS

ENGLISH

A+ English Lab
 English 9
 English 10
 English 11
 English 12
 Grammar
 Advanced Composition
 American Literature
 Biographies
 Composition
 Creative Writing
 Developmental Reading
 Dramatic Literature
 Expository Writing
 Student Publications
 English Literature
 Novels
 Poetry
 Short Stories
 Themes in Literature

MATH

A+ Mathematics Lab
 Pre-Algebra
 Algebra I a
 Algebra I b
 Geometry a
 Geometry b
 Algebra II a
 Algebra II b
 Pre-Calculus
 Probability and Statistics

PHYSICAL EDUCATION

Physical Education

SCIENCE

Earth & Space Science a
 Earth & Space Science b
 Life Science
 Physical Science
 Biology I a
 Biology I b
 Chemistry a
 Chemistry b
 Anatomy & Physiology a
 Anatomy & Physiology b

SOCIAL STUDIES

Psychology
 Citizenship & Civics
 Current Prob., Issues & Events
 US History I a
 US History I b
 Economics
 Sociology
 US Government
 World Geography

ADDITIONAL ELECTIVES

Community Service
 Career Exploration Internship
 Career Information & Exploration
 Basic Skills Development
 Preparing for College and Careers
 Humanities
 Personal Finance
 Our A+ program includes many additional course offerings

HEALTH

Health & Wellness

Attachment 50 – Transportation Plan and Policy

The school will NOT provide transportation for students. The student, parent, or guardian will arrange transportation. Where possible, carpooling will be arranged for interested families. Family can go to the main office and fill out a car pool form. Leticia Munguia, the director's administrative assistance will be the contact point for all forms and questions about the car pool procedures.

Transportation for students with disabilities will be arranged by their parent or guardian and approved by the school. When and if a student's Individual Education Plan includes transportation mandates, the school will comply with these.

All adult students and parents and/or guardians of minor students must complete an Emergency Contact Sheet identifying the name and phone number of alternate contacts in case of an emergency. Parent/guardian must also notify the school immediately of any changes surrounding that information. Minor, students will at no time be released to anyone not listed on their Emergency Contact Sheet as an authorized transporter by the parent or guardian, unless the school is notified by the parent/guardian prior to pick-up.

The forms mentioned above are attached to this section of the application.

Carpool Application 2011-2012

Please complete the application below and return to the school office on registration day. All carpool groups need to be assigned the last name of ONE parent driver. This will be the group name. Even though parent drivers may rotate, each driver must have a sign with the group name at least 8 ½ x11 in size, displayed in their vehicle window when picking up.

GROUP NAME: _____

Name(s) of student(s):

1. _____

2. _____

3. _____

4. _____

5. _____

Name of adults authorized to pick up above students:

1. _____

2. _____

3. _____

4. _____

Signature of Parent/Guardian

Date

Please complete only one per family.

Emergency Contact List

Mom's Name: _____
Address: _____
Phone Numbers: Home _____ Work _____
Cell _____ Other _____

Notes (regarding schedules, etc.):

Dad's Name: _____
Address: _____
Phone Numbers: Home _____ Work _____
Cell _____ Other _____

Notes (regarding schedules, etc.):

Additional Emergency Contact Numbers

Name: _____ Relationship to Child: _____
Phone Numbers: _____

Name: _____ Relationship to Child: _____
Phone Numbers: _____

Name: _____ Relationship to Child: _____
Phone Numbers: _____

Name: _____ Relationship to Child: _____
Phone Numbers: _____

Pediatrician's Name: _____
Address: _____
Phone Number: _____

Dentist's Name: _____
Address: _____
Phone Number: _____

School: _____
Teacher's Name: _____
Address: _____
Phone Number: _____

Attachment 51– Food Services Plan and Policy

Neighbors' New Vistas High School (NNVHS) is located at 5391 Central Avenue in a building formerly used as an elementary school by Portage Twp. School Corporation. We share this facility with the Portage Food Pantry. The old all-purpose room and the cafeteria section of the building were donated long ago to the food pantry. We do not have access to that portion of the building at this time. The Portage Food Panty is in the process of looking for an alternate location. When this happens NNVHS will have the opportunity to implement a full-scale school lunch program.

In the interim, it is our intention to open a "Campus Café". As Portage Adult Education, we offered such a facility for our students. The food for the Campus Café came directly from the full-service lunch program at Portage Township Schools. A healthy array of breakfast and lunch items was provided at a minimal cost to the students. We will continue with this arrangement and provide breakfast and lunch items. The service is provided as a non-for-profit service to all of our students. Milk, fruit, yogurt, and granola bars will also be for sale in the Campus Café in the event students wish to supplement their sack lunch with additional items.

Students who wish to bring a sack lunch will be able to do so. There are designated areas in the building for students to sit, eat their lunch and visit with friends. Students can also eat lunch in the lunchtime study lab room where they can not only eat lunch, but also receive help with school work questions.

To address the requirements set forth in determining free and reduced lunch needs, our school registrar will screen applicants to identify qualifying students and report this information the Chief Financial and Assurance Officer and the high school principal. Qualifying students will be identified to the school official and person running the Campus Café. To preserve their anonymity, they will be issued breakfast and lunch vouchers in the main office that are identical to the breakfast and lunch vouchers purchased by students who do not qualify for free or reduced lunches.

At the end of year one, we will assess the current situation and make improvements and/or additional services as needed.

Attachment 52 – School Promotion Policy

A school's promotion policy is an integral component of its overall educational policy. In conjunction with achievement goals, it defines the levels of performance that permit students to move through educational process in order to graduate.

Since our students are placed in Math and English classes according to their ability, as indicated by the Test of Adult Education-TABE, promotion by traditional mechanical advancement by grade levels is not the means we will use. Students will be classified by grade level according to credits earned, but placement in classes will always be driven by student's skill assessment and their individual needs.

Therefore, our students will move forward according to a competency-based method of assessment while earning credits. The use of diagnostic information from TABE Test results, and the formation of an individual learning plan will help strengthen the students' ability to move forward. The student, teacher, parent and administrative staff will use the learning plan as a means of helping the student stay on task, monitoring student achievement and insuring student success.

In the traditional sense, a student will be considered in the following manner:

- Freshman: 0-10 credits
- Sophomore: 11 to 20 credits
- Junior: 21 to 30 credits
- Senior: 31 to 40 Credits

We will require a minimum of 40 credits to graduate. To graduate with a diploma, the students must:

- Pass the ECA's in math and English.
- They must also have achieved the minimum state requirements in the appropriate classes for a Core 40 diploma or, in some cases, a General Diploma..

Students having trouble meeting the ECA requirement will receive remedial help either on special Friday classes or by attending the adult learning center after school or in the evening. We are committed to supporting the special needs our students have for additional instruction, especially in math.

Attachment 53 - Detailed School Start-Up Plan

This is a work in progress – This will be completed and submitted to BSU by the NEO board upon being granted this charter. Additions will be made to show student and parent plans, curriculum and instruction, community outreach, and facility

I. Governance and Management

Time Frame - Initiation- -Completion	Task	Primary Responsibility	Additional Resources Needs
September – Dec. 31, 2011	Recruit 1-3 more members Board interviews and selection	Current Board of Directors	
By January 1, 2012	Expanded criminal background checks completed on all current board members	NEO President	
January – February 2012	Recruit and hire Financial and Assurances Officer (FAO)	Executive Director	
January – February 2012	Finalize all proper internal financial and accounting controls	Sharon Mortensen, FAO (Executive Director)	
February – March 2012	Research, review, revise, and adopt all policies	Board of Directors, Executive Director	
March – April 2012	Recruit, Interview, and hire school principal	Executive director, search committee	
March – April 2012	Approval of staffing needs, salary and benefit schedule	Board of Directors	

II. Staffing

Time Frame - Initiation- Completion	Task	Primary Responsibility	Additional Resources Needs
March 2012	Identify and post teaching positions for fall 2012	Executive Director, Board	
April-May 2012	All staff positions have been filled and contracts signed	Executive Director	
April-June 2012	Expanded criminal background check completed on all teachers, staff, and volunteers	FAO	
April-June 2012	Validate that all required documentation (employment applications, contracts, background checks, IRS forms, and licensing information) is verified and in employee employment folder	Registrar	
April - August 2012	Professional development around school, educational programs, policies, etc.	Principal along with staff	
June 2012	Assure number of teachers and instructors adequately meets student demands and supports educational program		