

WILLIAMS ARTS AND TECHNOLOGY ACADEMY DOCUMENTATION

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BUILDING USE DOCUMENTATION, ZONING, ADA, DROP-OFF/PICK-UP SITE



DEPARTMENT OF PLANNING SERVICES

Citizens Square
200 East Berry Street, Suite 150
Fort Wayne, Indiana 46802

260.449.7607 Office
260.449.7682 Fax
www.allencounty.us/dps



March 9, 2026

Pilgrim Baptist Church Of Fort Wayne
Attn: Lawrence Campbell
1331 Gay St., Fort Wayne, IN 46803

RE: 1331 Gay St., Fort Wayne, IN 46803 | Parcel #: 02-12-12-133-006.000-074

To whom it may concern:

In response to your request for zoning information, I can offer the following:

Our records show that the parcel referenced above is currently zoned R3 (Multiple Family Residential). This parcel is located within the City of Fort Wayne jurisdiction. Zoning information, including permitted uses and development standards, may be found in the City of Fort Wayne Zoning Ordinance, available at <https://www.allencounty.in.gov/281/Department-of-Planning-Services>. As stated in the City of Fort Wayne Ordinance §157.208 (B) – R3 Multiple Family Residential Permitted Uses includes Universally Permitted Uses. Under the City of Fort Wayne Ordinance's Definition Section (§157.506 [Definitions]), "a school (public or private elementary, junior, or senior high, including charter or vocational school); including certain accessory structures and facilities used by the school, and those accessory uses associated with the school use, as determined by the Zoning Administrator." A COU (Certificate of Use) was also issued from our office for the address of 1331 Gay St., Fort Wayne, IN 46803 for a "Kindergarten – Sixth Grade Charter School" on March 3, 2026 under COU-2026-0059.

If you have additional questions about this parcel, please contact our office at 260-449-7607.

Respectfully,

Kathryn Yagodinski

Kathryn Yagodinski
Associate Land Use Planner - Permits & Enforcement
kathrynyagodinski@allencounty.us

KELTY TAPPY DESIGN, INC.

Architecture ♦ Planning ♦ Urban Design

March 5, 2026

RE: Certification of Classroom Use
1331 Gay Street, Fort Wayne (Allen County), Indiana
Allen County Parcel #02-12-12-133-006.000-074

To Whom It May Concern:

I am a classically trained, professional architect (Indiana License No. AR19300074 since 1993) graduated by the University of Notre Dame in 1988 with extensive training and practice in construction forensics. I have examined and diagnosed problems with the built environment both nationally and internationally and I have trained other professionals in A.I.A. (CEU) approved training courses on techniques related to architectural design and detailing (International Masonry Institute, 1996-1998). I have provided professional college level technical instruction at Indiana University Purdue University (Fort Wayne). I do, on a regular basis, provide professional analysis and remedial specifications in cooperation with the Allen County Building Department for both commercial and residential buildings. Finally, over the course of the past twenty-seven years, I have examined many hundreds of foundation walls and systems for the purpose of determining structural integrity, improvement, and code-compliance.

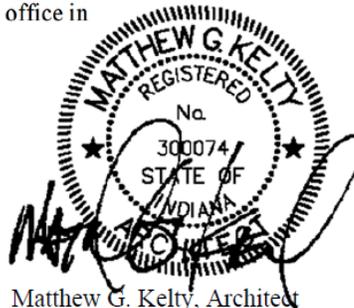
On several occasions recently, I visited and closely examined the existing structure at 1331 Gay Street. The facility was designed and built as an addition in 1985 for use of the Pilgrim Baptist Church of Fort Wayne, located on the northeast corner of the intersection of Gay Street (north-south) and Eliza Street (east-west). The structure, executed in 1988, provides an approximate total of 23,976 square feet which includes 6 classroom areas. The portion of the structure attributable to the classroom use is approximately 7,587 square feet and exists along the south side of the larger worship space. The classroom area was built according to stamped construction documents produced by the professional design firm of Gibson Tourney Kim, Inc. The church remains vibrant and the facility has remained in active daily use. The spaces in question were designed for use as classrooms, fully accessible from the west entrance doors. The classrooms have not been used for any other purpose. The wall that separates the classrooms from the adjacent corridor is a fire-rated wall that extends to the roof deck. The door into each classroom is a fire-rated door and frame.

In my professional opinion, based on my on-site observations, and based on my understanding of the Indiana Building Code and how it is applied, the existing classrooms described above can be used without resulting in any inordinate risk to the health, safety, or welfare of the occupants of the structure or of the public at-large.

If you have any questions about this matter, please contact me at our office in the Lincoln Tower in downtown Fort Wayne (260-426-7770).

Very Sincerely,

KELTY TAPPY DESIGN, INC.



Matthew G. Kelly, Architect
 President

LINCOLN TOWER
 116 E. Berry Street, Suite 700
 Fort Wayne, Indiana 46802
 260.426.7770 • f 260.426.7772

cc: Joe Hutter, Allen County Bldg Commissioner

KELTY TAPPY DESIGN, INC.

Architecture ♦ Planning ♦ Urban Design

March 12, 2026

RE: Certification of Classroom Use
1331 Gay Street, Fort Wayne (Allen County), Indiana
Allen County Parcel #02-12-12-133-006.000-074

To Whom It May Concern:

I did recently (March 5, 2026) prepare an analysis of the classrooms built in 1988 at the commercial structure at 1331 Gay Street (Pilgrim Baptist Church of Fort Wayne). In that report I identified and certified the classrooms at the east side of the structure for code-compliant use as classrooms. On March 11, 2026, I again visited the structure for the purpose of examining classrooms in the basement of the structure. The basement, a fully sprinklered area, features six class rooms on its east side and six classrooms on its west side, these classrooms, built for this express purpose and not used for any other purpose, are fully separated (masonry walls that rise to underside of first floor deck, rated doors and frames, doors on closing devices). The basement provides numerous, properly marked exits and emergency lighting.

Based on my observations and based on my understanding of the Indiana Building Code and how it is applied, it is my professional opinion that the existing classrooms described above, in the basement of the structure at 1331 Gay Street in Fort Wayne (Allen County), can be used without resulting in any inordinate risk to the health, safety, or welfare of the occupants of the structure or of the public at-large.

If you have any questions about this matter, please contact me at our office in the Lincoln Tower in downtown Fort Wayne (260-426-7770).

Very Sincerely,

KELTY TAPPY DESIGN, INC.



Matthew G. Kelty, Architect
President

cc: Joe Hutter, Allen County Bldg Commissioner

DROP-OFF AND PICK-UP

Good afternoon Faye,

Thank you for reaching out regarding use of the alley bounded by Gay-Eliza-Chute-Hugh to aid in school drop offs at the school to be started at the church.

There won't be any required right of way improvements from Public Works' standpoint, and you may utilize the alley for this traffic circulation. I would recommend that if the plan is to have regular traffic utilizing the gravel path along the east side of the building that the area is improved to a hard surface such as asphalt or concrete. This isn't a requirement, just a suggestion.

If there are any additional questions or concerns you have as the time approaches for the school to begin operations, don't hesitate to send me an email or call.

Thanks much,

Phil

Philip S. LaBrash, P.E.

Traffic Engineer, Fort Wayne

Citizens Square, 200 East Berry Street, Suite 210

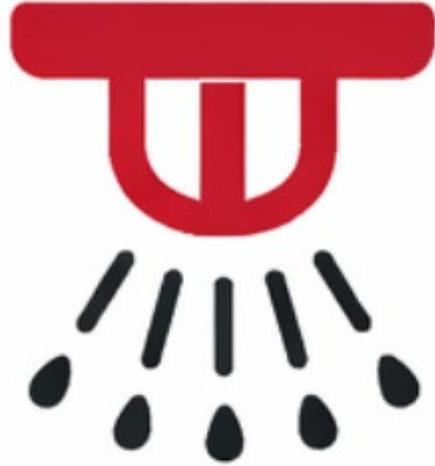
Fort Wayne, IN 46802

(260) 427-2693

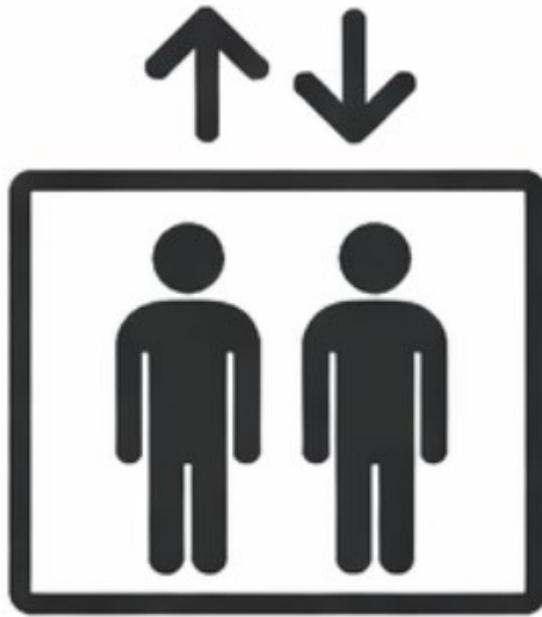
REQUIRED SIGNAGE



**FACP / SOUND
ROOM**



SPRINKLER



ELEVATOR



PLAYGROUND SAFETY – HANNA HOMESTEAD

Playground inspected November 2025

PARK: Hanna Homestead
 DATE: 11-4-2025
 INSPECTOR: Dave Weadock
 WEATHER: Partly Sunny, 55 degrees
 CODES: 1 = OK 2 = SLIGHT WEAR: NO IMMEDIATE ATTENTION 3 = LOW HAZARD FUTURE MAINTENANCE 4 = MED-HIGH HAZARD: WORK REQUEST GENERATED 5 = IMMEDIATE DANGER: CLOSE UNTIL REPAIRED

Item #	Description	Score	Notes
1	LOGS/BOARDS/BORDERS	0	Not Available
2	SURFACING-MULCH	0	Not Available
3	SURFACING-RUBBER	3	Some repairs required, though this playground is scheduled for replacement Spring of 2026
4	SURFACING-TURF	0	Not Available
5	BALANCE BEAMS	0	Not Available
6	BAR/PIPES/RAILS	3	Worn and faded paint, no visible structural issues
7	BEDWAYS/TUNNELS	3	Not Available
8	BEARINGS/FITTINGS	3	Normal wear, no visible structural issues
9	BOLTS/HARDWARE	3	Normal wear, no visible structural issues
10	CHAINS/ROPE/CABLES/NETS	3	Recheck in Summer 2026 for wear of clevis hardware
11	COLLARS/BRACKETS	3	Normal wear, no visible structural issues
12	ENDCAPS	3	Normal wear, no visible structural issues
13	FOOTINGS	3	Not visible, though all posts are solid and unmovable
14	GUARDRAILS/BARRIERS	3	Normal wear, no visible structural issues
15	LADDERS/STEPS	3	Normal wear, no visible structural issues
16	OVERHEAD EQUIP	3	Normal wear, no visible structural issues
17	PAINT	3	Paint is worn and faded, few bare metal locations.
18	PANELS	3	Plastic is worn, but not broken
19	PLATFORMS/DECKS	4	Coating repair needed in 2026 on 2-5 year old equipment. Too cold for application until spring
20	RAMPS/TRANSFER DECK	4	Coating repair needed in 2026 on 2-5 year old equipment. Too cold for application until spring
21	RUNGS/HANDHOLDS	3	Normal wear, no visible structural issues
22	S-HOOKS/CLEVIS	3	Monitor in Summer 2026
23	SEATS/SLATS	3	Normal wear, no visible structural issues
24	SHARP EDGES	3	None found. Some loose step covering found, but removed during inspection
25	SLIDES	4	Scratches and discoloration from use. Replace south facing slide in 2026.
26	SLIDING POLES	2	Slight wear
27	SPRINGS	0	Not Available
28	SUPPORT POSTS	3	Normal wear, no visible structural issues
29	SUSPENSION BRIDGE	0	Not Available
30	SWING SEATS	3	Normal wear, no visible structural issues
31	TALK TUBES	3	Normal wear, no visible structural issues
32	TIRES	0	Not Available
33	TRACK RIDES	0	Not Available
34	WELDS	3	Normal wear, no visible structural issues
35	SIGNAGE	3	Normal wear, no visible structural issues

ADDITIONAL NOTES (PLEASE NOTATE ITEM #)

Playground is scheduled for replacement in Spring of 2026, including safety surfacing

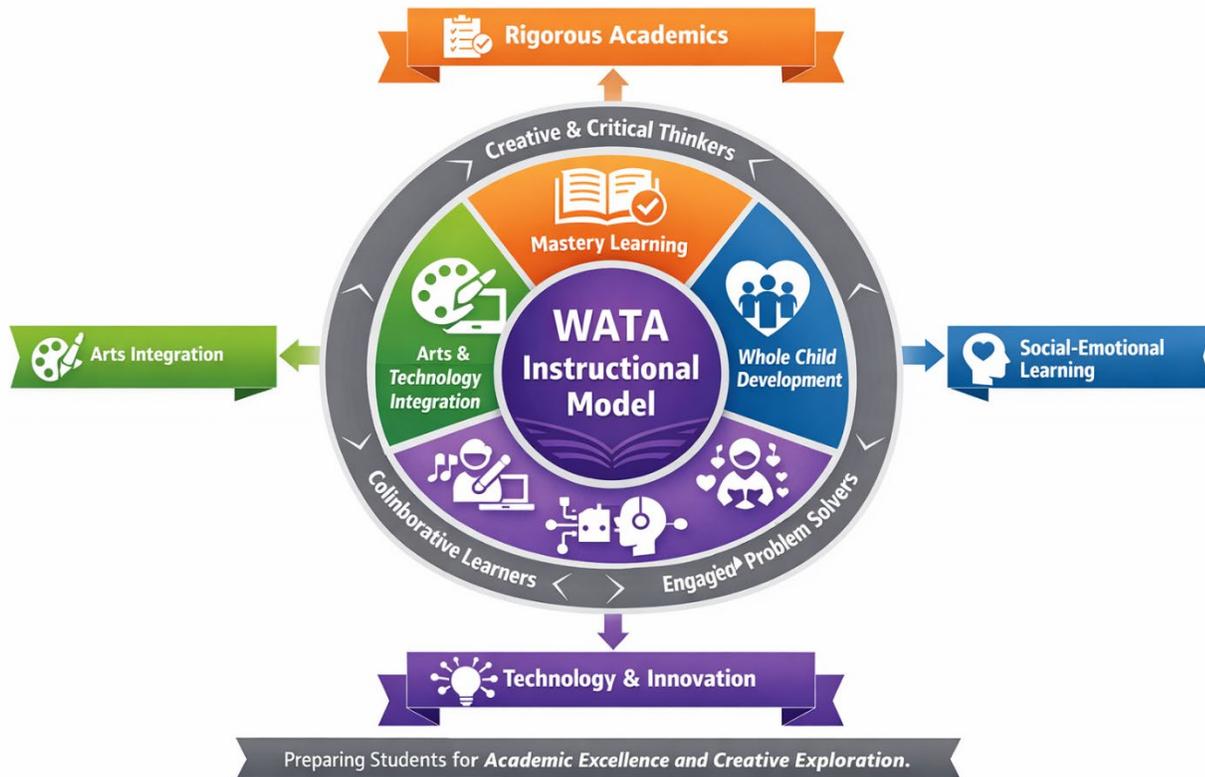
New playground going in beginning the end of March 2026





CURRICULUM

Williams Arts and Technology Academy



Comprehensive Academic Program and Curriculum Framework

Vision for Teaching and Learning

Williams Arts and Technology Academy (WATA) will implement a rigorous, interdisciplinary academic program designed to cultivate creative thinkers, critical problem solvers, and confident learners through the seamless integration of arts, technology, and core academic content.

Unlike traditional instructional models in neighboring schools, WATA's instructional design intentionally weaves music, visual arts, rhythm, movement, performance, and digital creativity into all core subject areas. This integrated approach allows students to engage with academic concepts through multiple modalities, strengthening understanding, improving retention, and increasing student engagement.

The Academy's educational model is grounded in three guiding principles:

1. Mastery Learning
2. Arts and Technology Integration

3. Whole Child Development

Together, these principles ensure that students develop strong academic foundations while cultivating creativity, collaboration, and confidence.

All instructional programming will align with the Indiana Academic Standards and will be implemented by highly qualified, certified educators trained in research-based instructional practices.

Distinguishing Instructional Model

The instructional model at Williams Arts and Technology Academy will differ from neighboring schools through the intentional and systematic integration of the arts and technology across all content areas.

Arts integration will not function as a stand-alone subject but as a pedagogical strategy embedded within instruction in literacy, mathematics, science, and social studies.

Students will engage in learning experiences such as:

- Using drumming and rhythm to understand mathematical patterns and fractions
- Creating digital storytelling projects to demonstrate comprehension in literacy
- Applying visual arts and design thinking to explore historical events
- Incorporating music composition to deepen understanding of language structure
- Using technology tools and digital platforms to create multimedia academic projects

These experiences enable students to experience academic content through auditory, visual, kinesthetic, and technological modalities, significantly strengthening learning outcomes.

Strategic Arts Partnerships

To further enrich the instructional program, Williams Arts and Technology Academy will collaborate with professional artists, cultural institutions, and community organizations.

Potential collaborative partners include:

- Heather Headley (Grammy and Tony Award-winning artist)
- The Pearl Arts Center staff
- Local musicians and percussionists
- Professional visual artists
- Community-based arts educators

These partnerships will support:

- Artist residencies
- Master classes and workshops
- Performance-based learning
- Cultural arts programming
- Community arts showcases

Students will have opportunities to work directly with artists and performers, providing authentic learning experiences that deepen engagement and broaden cultural awareness.

Curriculum Leadership Team

The development and implementation of the curriculum will be guided by a Curriculum and Instruction Leadership Team consisting of:

- Founding School Leader and Board Support
- Principal
- Grade-Level Teacher Leaders
- Community Arts Partners

This team will oversee the development, alignment, and continuous improvement of the academic program.

Curriculum Subcommittees

To ensure strong curricular alignment and interdisciplinary integration, WATA will establish several curriculum development subcommittees.

Literacy and Language Arts Subcommittee

Responsible for developing a comprehensive literacy program aligned to the Science of Reading.

Mathematics and STEM Subcommittee

Responsible for integrating mathematics, engineering, and technology concepts into interdisciplinary units.

Arts Integration Subcommittee

Responsible for designing lessons and projects that embed music, visual arts, movement, and performance into academic instruction.

Technology Integration Subcommittee

Responsible for ensuring that technology tools enhance student learning, creativity, and digital literacy.

Student Support and Intervention Subcommittee

Responsible for designing intervention systems, Rtl structures, and Student Support Plans.

Curriculum Development Process

Prior to the school's opening, teachers and instructional leaders will participate in structured collaborative planning sessions to develop curriculum materials and interdisciplinary units.

The curriculum development process will include:

1. Alignment to Indiana Academic Standards
2. Creation of grade-level curriculum maps
3. Development of interdisciplinary unit frameworks
4. Design of project-based learning experiences
5. Development of performance-based assessments
6. Integration of arts and technology within lessons

Teachers will collaborate to develop:

- pacing guides
- lesson frameworks
- project rubrics
- assessment strategies
- arts integration strategies

This process ensures instructional coherence and high expectations across grade levels.

Core Curriculum Materials

The Academy will utilize a combination of research-based core instructional programs and high-quality open educational resources.

Literacy

- UFLI Foundations (phonics and foundational literacy)
- Structured Literacy resources aligned with the Science of Reading
- Digital literacy platforms
- Writing workshop models

Mathematics

- Standards-aligned mathematics curriculum emphasizing:
 - conceptual understanding
 - mathematical reasoning
 - problem solving

Science

- Inquiry-based science curriculum aligned with Next Generation Science Standards practices

Social Studies

- Standards-aligned social studies curriculum emphasizing:
 - historical thinking
 - civic engagement
 - cultural understanding

Arts and Creative Expression

Students will engage with:

- visual arts
- music and rhythm
- movement and dance

- dramatic interpretation
- digital media creation

Technology

Technology tools will support:

- multimedia storytelling
- digital art creation
- collaborative projects
- research and presentation

Literacy Framework: Science of Reading

A central component of the academic program is a comprehensive literacy model grounded in the Science of Reading.

Instruction will address the five essential components of literacy:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Reading Comprehension

Daily literacy blocks will include:

- explicit phonics instruction
- guided reading
- writing development
- independent reading practice

- vocabulary development

Teachers will use frequent formative assessments to monitor student progress and adjust instruction.

Student Progress Monitoring

Student progress will be monitored through a comprehensive assessment and data analysis system.

Assessment strategies will include:

- formative classroom assessments
- benchmark assessments
- diagnostic literacy assessments
- performance-based assessments
- project-based demonstrations of learning

Instructional teams will review student data during regular data meetings to ensure students receive timely academic support.

Response to Intervention (RtI) Framework

Williams Arts and Technology Academy will implement a multi-tiered Response to Intervention (RtI) system to support student learning.

Tier 1 – Core Instruction

High-quality standards-aligned instruction delivered to all students.

Tier 2 – Targeted Support

Small-group interventions for students requiring additional support.

Tier 3 – Intensive Intervention

Individualized academic interventions for students demonstrating significant academic challenges.

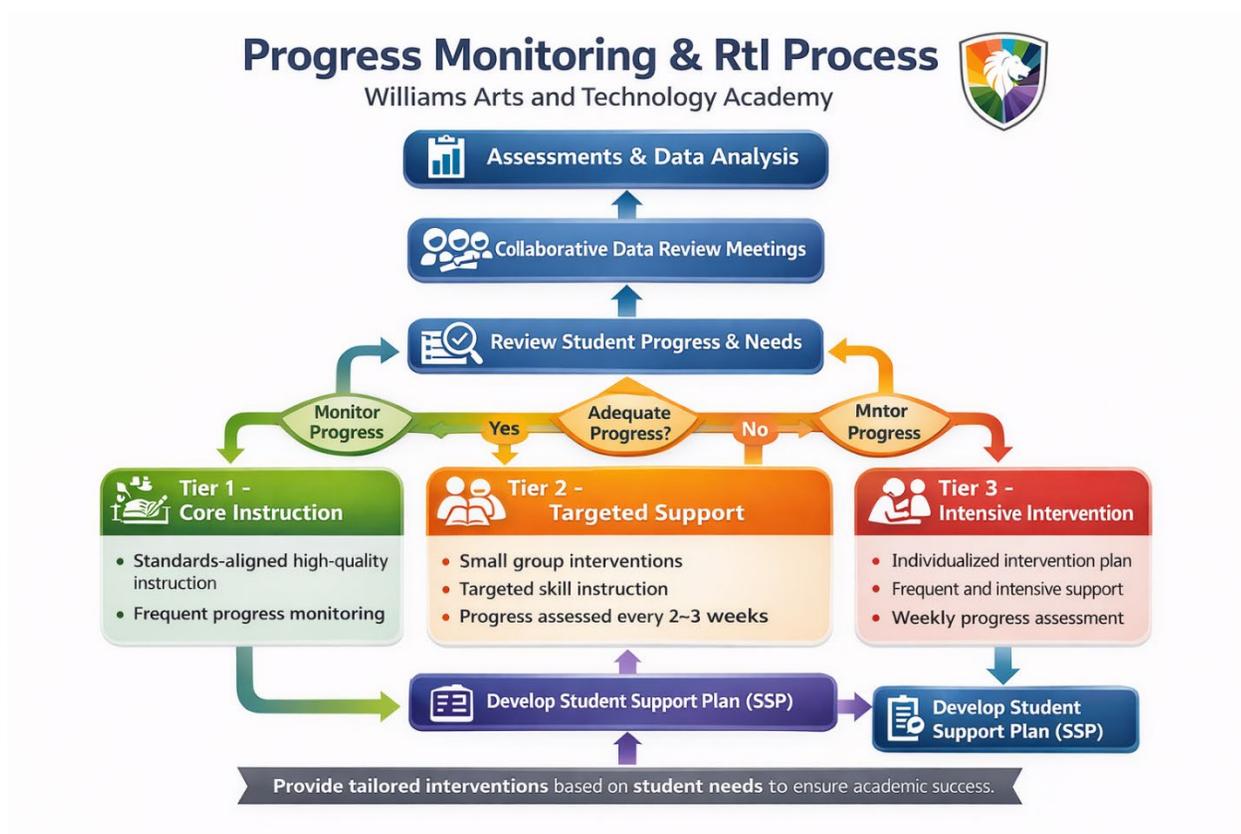
Progress monitoring will occur regularly to determine the effectiveness of interventions.

Student Support Plans (SSP)

When students demonstrate ongoing academic or behavioral challenges, a Student Support Plan (SSP) will be developed.

The SSP process includes:

1. Identification of student needs
2. Collaboration between teachers, support staff, and families
3. Implementation of targeted intervention strategies
4. Ongoing monitoring of student progress
5. Adjustment of supports based on data



Counseling and Student Support Services

Williams Arts and Technology Academy will provide comprehensive student support services designed to address both academic and social-emotional needs.

Services will include:

- school counseling
- social-emotional learning programming
- behavioral support services
- crisis intervention resources

Social Emotional Learning (SEL)

WATA will implement a comprehensive SEL framework designed to support the development of:

- self-awareness
- emotional regulation
- empathy
- responsible decision-making
- positive relationships

SEL instruction will be integrated into the daily school schedule and reinforced through classroom activities and school culture practices.

Family and Community Support Systems

Williams Arts and Technology Academy recognizes that student success is strengthened through strong partnerships with families and the community.

The school will support families through:

- family engagement workshops
- parent education sessions

- community resource partnerships
- family advisory groups
- school-community events

The Academy will also collaborate with community organizations to help address broader community needs that impact student learning.

Whole Child Development

The academic program at Williams Arts and Technology Academy is designed to support the whole child, ensuring that students grow academically, socially, emotionally, and creatively.

Through the integration of rigorous academics, arts, technology, and strong student support systems, WATA will create a learning environment where students develop the skills necessary to succeed in school and beyond.

EMERGENCY PREPAREDNESS

WILLIAMS ARTS AND TECHNOLOGY ACADEMY

1331 Gay Street, Fort Wayne, IN 46803

EMERGENCY PREPAREDNESS AND RESPONSE PLAN

Effective July 1, 2027

The safety of our students, staff, and visitors is a priority which is why emergency preparedness is taken seriously. While an emergency plan cannot be written for every type of critical incident that may occur, these guidelines will assist school personnel in preparation for an emergency they may face, as well as direct them during and after an incident.

Emergency Phone Numbers

First Responders	Phone Numbers
Allen County Police Department	911 or 449-3000 for non-emergencies
Fort Wayne Police Department	911 or 427-1222 for non-emergencies
Indiana State Police	432-8661
Fort Wayne Fire Department	911 or 427-1003
EMS	911

Hospitals**Phone Numbers**

Dupont Hospital	416-3000
Indiana University Health	234-5400
Lutheran Hospital Downtown	425-3000
Lutheran Hospital W. Jefferson	435-7001
Parkview Randallia	373-4000
Parkview Regional Medical Center	266-1000

Additional Resources**Phone Numbers**

Allen County Department of Health	449-7000
American Red Cross	484-9336
Department of Child Services Abuse and Neglect Hotline	800-800-5556
Fort Wayne City Utilities	427-1234
Fort Wayne Police Department Victims Assistance	427-1205
Indiana and Michigan Power (Electric)	800-311-4634
Indiana Poison Control Center	800-222-1222
Indiana State Department of Health	317-233-1325
NIPSCO (Gas)	800-464-7726

Williams Art and Technology Academy Safety and Threat Assessment Team

Position	Name	Office Phone #	Cell Number	School Safety Specialist
Principal				
	Dr. Faye Williams Robbins		580-5415	
Fort Wayne Police Dept.	Deputy Chief Kerry Haywood		402-7500	
Board Member	Dottie Davis		615-7376	
Mental Health Professional				
Fire/Life Safety Educator	Andrea Burton		409-2419	

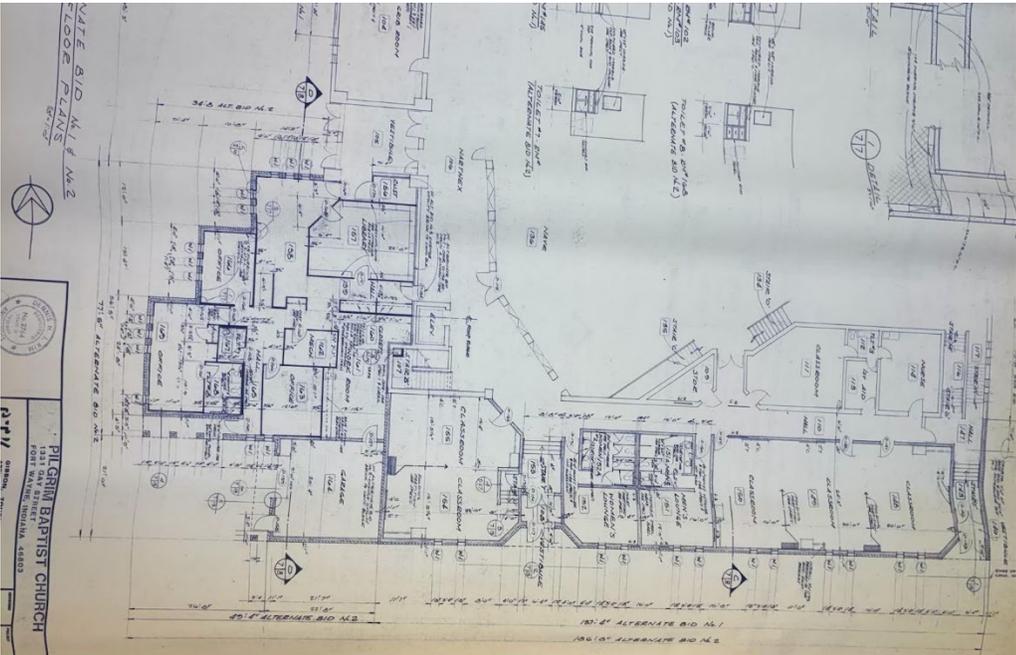
School Profile

Name of Principal	
Phone # - Principal	
School Address	1331 Gay Street, Fort Wayne, IN 46803
Number of Students	
Students with Special Needs/Location	
Number of Staff and Staff Hours	
Student Hours	
Neighborhood Description	Primarily single-family homes

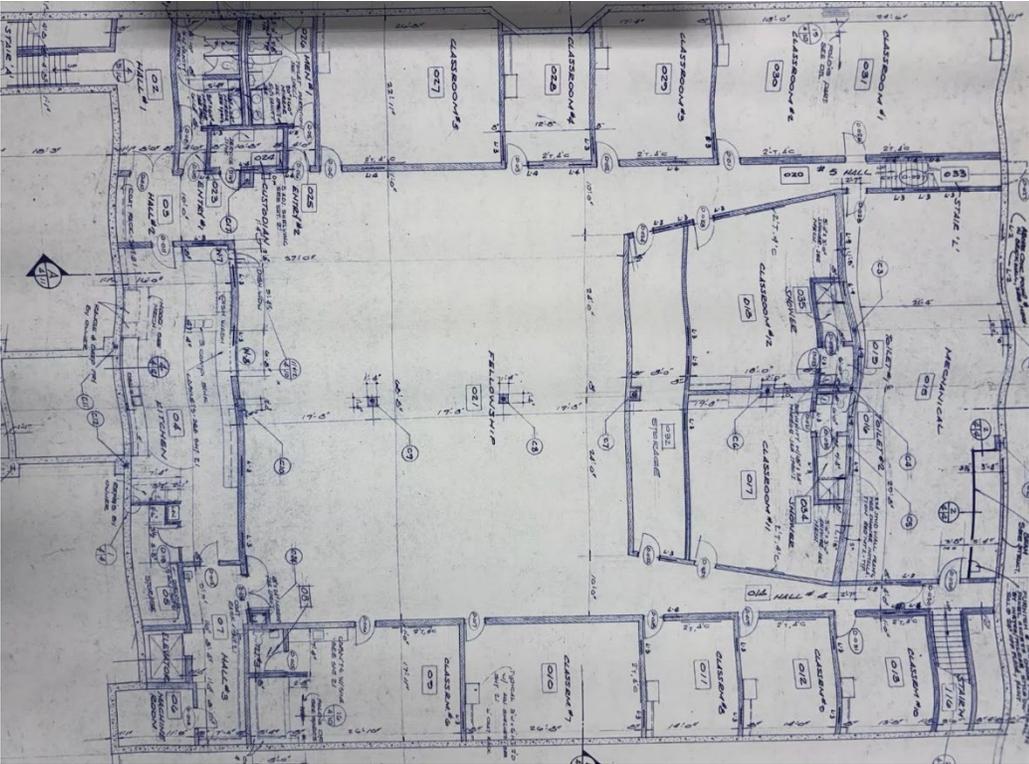
Arrival/Dismissal Procedures	
Off Site Evacuation Location (Address, Phone Number, Contact Person, and Entry Point)	Albert G. Jennings Recreation Center, 1330 McCulloch Street, Fort Wayne, IN 46803 260-427-6700
Reunification Site (Address, Phone Number, Contact Person, and Entry Point)	American Legion Post 148, 705 E. Lewis Street, Fort Wayne, IN 46803, 423-4751

Building Floor Plan with Fire Evacuation Route and Shelter-In-Place Designations

UPSTAIRS



LOWER-LEVEL



Fire Emergencies

1. Sound fire alarm, if another staff member has not already done so. Do not wait to verify that a fire is actually happening.
2. Call 911. Give the address and any known pertinent information.
3. Search the facility for students, staff, and visitors who may not have evacuated, if safe to do so. Everyone must evacuate the building.
4. Once everyone is out, a school designee should report to the fire department command person.
5. Inform the fire department commander that there is a map of the building in the Knox Box located near door #1
6. The fire command will notify you if the building may be re-occupied soon or if you will need to move everyone to the pre-determined evacuation site (Albert G. Jennings Recreation Center, 1330 McCulloch Street).
7. The building may not be entered until the fire department provides an all clear and deems the building safe for occupancy.
8. If evacuation was necessary to the off-site evacuation location, implement the reunification protocol.

Fire Drills

1. Call the Fort Wayne Police Department at 427-1222 ten minutes prior to the drill.
2. Pull a fire alarm station. Vary the pull station used monthly, as well as the time and circumstances for drills such as during lunch, at arrival, or before dismissal.
3. Schools must conduct a fire drill any month school is in session for ten or more days. The drill cannot be “made up” the following month, if it was inadvertently missed.
4. Schools may substitute a tornado or manmade occurrence drill in place of the monthly fire drill as long as they do not substitute more than 2 in a semester, or in 2 consecutive months.

5. Administrator must complete the Fort Wayne Fire Department Emergency Fire/Evacuation Drill form and maintain the record for 3 years for a possible audit by the fire department.

Tornado Protocol

Definitions:

- Tornado Watch - weather conditions are favorable for the development of a tornado
- Tornado Warning – a tornado has been sighted or detected on radar. Shelter immediately.

Staff member should:

1. Monitor a weather radio or weather forecaster for up-to-date information
2. Announce to all occupants to deploy either the tornado watch or warning strategies
3. Call 911 in the event of a tornado sighting or strike
4. Conduct a reverse evacuation for any students and staff who are outdoors when a tornado watch is known
5. Close all windows and blinds
6. Review Drop, Cover and Hold procedures with students
7. When a tornado warning is received, move all occupants to shelter-in-place safe areas; take roll to ensure everyone is accounted for; no one should evacuate to the cafeteria or any area with wide free-span roofs or areas with large amounts of glass windows; keep all students and staff in the cover position until the danger passes; if the building was struck by the tornado, the Fort Wayne Fire Department will assess the building for occupancy; if the building cannot be occupied, evacuate to the pre-determined off-site evacuation location and avoid all gas or electrical lines while exiting the school

Evacuation Protocol

Definition: Evacuation is called when there is a need to move students, staff and visitors from one location to another. Once at the off-site evacuation location, roll call should be taken and an assessment of the need for medical attention completed.

An announcement should be made for all staff to immediately evacuate the building with their students to the pre-determined evacuation location. The staff should take their class roster to be able to take attendance upon arrival at the evacuation site.

Staff members may make the decision to evacuate based on the information they have without the principal or their designee's permission.

911 should be notified with the name of the school, and a description of the emergency.

Reverse Evacuation

This protocol is used when students and staff need to return to the building after an evacuation, approaching severe weather, police action in the area, or it has been determined that an evacuation has put students and staff in danger. A Reverse Evacuation can be combined with a lockout protocol when it is determined that the danger is on the exterior of the building.

After an evacuation or weather-related emergency, announce for all staff to return to the building and resume normal activities.

When there has been police activity in the area or a danger outside of the building, inform all staff to implement a reverse evacuation and go into Lockout status due to a threat in the area.

Earthquake Protocol

Definition: A sudden and violent shaking of the ground sometimes causing minor to severe destruction because of movement within the earth's crust or volcanic action.

An announcement should be made for all staff and students to drop, cover, and hold to protect themselves from flying or falling debris from a possible earthquake. Seek cover under sturdy furniture or against a wall near the center of the building and away from glass doors and windows. If outdoors, move away from buildings, and gas and electrical lines.

Call 911 immediately. After tremors have stopped, evacuate all buildings and report to the outside assembly area. Take roll call and assess for anyone needing medical attention.

Consult with the Fort Wayne Fire Department regarding any structural integrity questions of the building prior to reentering. If needed evacuate to the pre-determined off-site location and implement the reunification protocol.

The school should participate in the Great Central U.S. Shakeout Drill that occurs in October each year (<https://www.shakeout.org/centralus/>)

Shelter in Place Protocol

Shelter is called when the need for personal protection is necessary. Situations most likely requiring shelter are high winds, tornado warnings, flooding and earthquakes. Sheltering may mean dropping and getting under their desks, or it may mean movement toward a specific pre-determined shelter area within interior hallways or small rooms on the building's lowest level. Areas with glass or wide free-span roofs should be avoided. Silence and an order of calm should be modeled and maintained.

Shelter in place protocol may also be used when there has been a chemical or biological release or radiological emergency outside of, but in proximity to the school and available information indicates that there is not adequate time to evacuate the occupants to a safe location before the dangerous contaminants reach the building.

Decide quickly to shelter in place, if evacuation cannot occur. Conduct a reverse evacuation for any staff and students outdoors.

In the event of a chemical, biological or radiological event, ensure that any equipment capable of causing air to move from outside the school into the building, such as heating and cooling systems and hood ventilation systems in the cafeteria is turned off. Staff members should seal off windows and doors from outside airflow.

Monitor the weather radio or other means available for up-to-date information. Attempt to keep staff and students calm and informed.

If the situation warrants it, prepare to activate the reunification protocol.

Resuming Normal Activities

This protocol is used to return students and staff to the building after an evacuation or to resume normal activities after a lockout, lockdown or shelter in place incident once the danger has passed.

The administrator or their designee should announce that an all clear has been received and normal activities may resume. It is recommended this announcement be repeated twice.

Lockout Protocol

Lockout is called when there is a threat or hazard *outside* the school. All windows and doors should be immediately shut and locked, and no further entry or exit is permitted until an all clear is given by the police, principal, or their designee. A reverse evacuation should be called for any students and staff outside to return to the safety of the building. Teachers should take roll call to determine if everyone is accounted for and then continue instruction. All visitors should also be located and escorted to the office.

Keep staff informed of the status of the lockout and any new information received. Once an all clear has been given from 911 or law enforcement on the scene, announce to the staff that the lockout has ended and normal activities may resume.

If the lockout occurs at dismissal time, students should be held until an all clear is received. Staff cannot leave the building until that time, as well.

Lockdown Protocol

Definition – Lockdown is called when there is a threat or hazard *inside* the school. The situation is serious and the threat may be from an armed intruder, a person with a

firearm, knife, or other device that could cause injury, or from a person who is in crisis. An announcement should be made stating Lockdown! Lockdown! At this time staff and students should deploy the Avoid, Deny, Defend strategies.

Any information available about the description of the intruder, their location, and what they are armed with. Include their approximate age, gender, height, weight, hair color, facial hair, clothing description, body art, and their direction of travel. A call to 911 by everyone who is able should be immediately made. Even if you cannot speak, leave the line open for the dispatchers to hear the background information and to identify your location via technology.

All instruction should cease. Every staff member should quickly decide whether they are able to evacuate with their students. Secondary exits such as windows should be also considered. If it is not safe to evacuate due to the intruder's close proximity to your location, shut and lock the classroom door. Turn off the lights. Barricade the door with desks, bookshelves, or other heavy objects with the assistance of students. Once barricaded, move students away from the door. Utilize all secondary exits to evacuate to the pre-determined evacuation location, if possible and seek cover. Once at that location, take attendance and assess for any medical attention needed.

During a lockdown, no classroom door should be opened, and no indication that the room is occupied should be made until a first responder opens the door. Staff and students should be prepared to follow any orders given by first responders.

Once the situation has been resolved by first responders, announce to the staff and all clear has been received, or further directions on what actions they are to take.

Bomb Threat or Suspicious Package

Definition: A bomb threat/suspicious package situation is one that involves the threat of an explosive device that has been placed in, around, or near the school, or the detection of a suspicious package that could contain an explosive device.

Do not evacuate, unless a suspicious package has been located. Call 911. Do not ignore a bomb threat. If a threat is received by telephone, complete the bomb threat checklist on the following page and provide the information to the responding police

officers. Note when the call was received, on what phone, and the number displayed on the caller ID.

If the threat is received via graffiti, take a picture and secure the area so as not to permit students further access until the situation is investigated and the graffiti removed. If the threat was made via a note, text, email or social media, or other format make a copy.

An announcement to staff should be made informing them to survey their area for any package or device that is unusual or suspicious and report their findings immediately to the principal or their designee.

If a suspicious item is located, or the threat is found to be credible, immediately evacuate the building to the pre-determined off-site evacuation location. The evacuation location should also be thoroughly examined for any suspicious items prior to all staff and students making entry.

Notify all staff and students not to use their cell phones or portable radios until an all clear has been given, as it is possible the use could detonate the explosive device.

The principal or their designee should assist the police department with the second sweep of the building.

If it is determined to close the building, implement the Reunification Protocol.

Chemical/Hazardous Materials Emergencies

During use, processing or transporting of chemical and other hazardous materials, accidents may occur that will expose people to the dangers of contaminants. In this situation, the chances of injury and death are decreased when people know what to do and how to protect themselves. As our facility is in proximity to railroad tracks, our personnel need to be informed of the possibility of a chemical spill or release. Without training and policy, the likelihood of people increasing the exposure to the chemicals is likely.

Warning of hazardous materials is usually received from response agencies or noted on the scene by indicators. These agencies include the fire department, law enforcement, and/or the local emergency management agency. It is unlikely, but

possible that the emergency may occur close to our school and we may be the reporting agency to 911.

Our response is to immediately conduct a reverse evacuation for any students or staff that may be outdoors. First responders will normally be our first point of contact with the information about the spill or exposure and will guide us in the most appropriate response to take. If the spill is outside of our school, we will shelter in place. If the spill is within our facility we may evacuate to our off-site evacuation location. The school Safety and Threat Assessment Team should be activated to assist with evacuation and reunification protocols.

If a decision has been made to evacuate, do not permit re-entry to the school until the fire department or local emergency management agency declares the building or area safe. When evacuating be cognizant of staying upwind of the chemical.

If it is dangerous to evacuate the building, secure the facility by closing all windows and doors; shut off all heating, cooling, and ventilation systems; turn off all motors fans, and appliances; place wet towels in door cracks or tape around the doors and windows to block air from the outside entering into the school.

Staff should assess for anyone who may have been exposed to the chemicals that need to be decontaminated. Work cooperatively with public safety officials to assist them with this process.

You may need to initiate an early dismissal, late arrival the following day, or cancel school depending on the information received from the experts on scene.

Nuclear/Radiological Emergencies

During use, processing or transporting radioactive materials, accidents may occur that will expose the school to the dangers of contaminants. Illnesses are decreased when our staff is familiarized with the procedures to mitigate risk and injury.

Radioactive materials can be released through a variety of means including an explosive device designed to scatter radioactive materials, the scattering or distribution of radioactive materials without the use of explosives or the use of a nuclear device. These materials could be disseminated through food or water supply.

We are likely to receive notification of a radiological material exposure via the radio, our cell phones, or television, as well as first responders such as police, fire, or emergency management entity. Because the use of our electronic communications during this type of emergency could cause an electromagnetic pulse that could further pose risk to us, none of these devices should be used until an all clear is given by the incident scene commander with the police, fire, or emergency management agency. Communication will need to occur with runners or other means not reliant upon technology.

Indicators of a radiological attack include:

- Unusual numbers of sick or dying people or animals
- Radiation exposure symptoms include reddened skin and in severe cases, vomiting
- Casualties may happen hours, days or weeks after an emergency
- Time elapsed between exposure and appearance of symptoms depends on the material used and dosage of exposure
- Unusual metal debris, which could indicate devices or munitions-like material
- Radiation symbols on containers
- Heat-emitting materials without any visible energy source
- Glowing material or particles including radio luminescence and/or colored residue at the scene

(Source: Jane's Unconventional Weapons Response Handbook)

Emergency personnel will dictate the most appropriate action to be taken. If by chance, our staff becomes aware of the threat before first responders arrive, we will need to make a quick decision whether it is best to evacuate to an area outside of the affected location or to shelter-in-place. If shelter-in-place is decided upon, we should be prepared to shift to evacuation and reunification protocols should the situation change or more information is learned. The school's Safety and Threat Assessment Team should be activated.

If a decision has been made to evacuate, do not permit re-entry to the school until the fire department or local emergency management agency declares the building or area safe. Be prepared to assist with decontamination of students and staff, as directed by emergency personnel.

You may need to initiate an early dismissal, late arrival the following day, or cancel school depending on the information received from the experts on scene.

Evacuation and Reunification Protocol

This type of evacuation is used for any situation in which students and staff need to be moved to the evacuation site and then transferred to the reunification site to be released to their parent/s or guardian/s. This plan is used to ensure safety and security of all persons.

Activate the schools' Safety and Threat Assessment Team. Call 911 and request law enforcement to respond to the evacuation site and the route traveled from the school to that location. If assistance is needed with staff or students who are non-ambulatory, vision-impaired, or with an intellectual disability, make this information known to the 911 dispatcher.

Designate a member of the staff to be the representative at the reunification site to keep parents, guardians, and staff members' family members informed as to the known information from the school. Set up a staging area to receive everyone, including the news media. Designate a staff person to be the spokesperson for the school to the media.

Assign personnel to assist parents in completing a release form for their child/ren to include the name of their child and their birth date. Verify that the adult is not prohibited from having contact with their child through a known court order on file at the school and verify their identity through a photo identification such as a driver's license or passport.

Established partnerships with mental health professionals will be essential during this reunification process to triage people and their mental health needs. All staff and mental health professionals should model a calm behavior and an orderly process for the safety of the students and staff that will be reunited at this location.

Identify a calm, private room where a school representative may provide information to a family of injuries, a person missing, or a death.

Recovery Plan

An after-action review should be completed after every major emergency situation. An assessment should be made on who or what was impacted and who may need further assistance. Assign members of the Safety and Threat Assessment Team with the needed tools or supplies. Brief the staff of the scope of the disaster, community resources, process to receive communications and pay (if applicable), documentation procedures, any revisions to their work schedule, and other policies or procedures that will be enacted.

The mental health partners for the school should be briefed on the scope of the disaster and the impact on the school, staff, and students.

Provide fact sheets for staff and parents on the status of the disaster response recovery plan and on-going resources. Link disaster survivors to social service agencies that can provide support services. Document all actions taken and services provided.

BUDGET

	FY 2026	% OF TOTAL	FY 2026	% OF TOTAL	FY 2026	% OF TOTAL
REVENUE						
STUDENT ENROLLMENT						
	120		90		60	
State & Federal Tuition	\$ 962,400.00	58.1%	\$ 721,800.00	52.3%	\$ 481,200.00	43.6%
Federal Grants	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
SPED	\$ 73,407.60	4.4%	\$ 55,055.70	4.0%	\$ 36,703.80	3.3%
Other Operating Revenue (Donations)	\$ 500,000.00	30.2%	\$ 500,000.00	36.2%	\$ 500,000.00	45.3%
IDEA-Part B	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Public Charter School Program (PCSP) Grant	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Innovation Grant New Charter School - Disbursement November/December 2026	\$ 50,000.00	3.0%	\$ 50,000.00	3.6%	\$ 50,000.00	4.5%
Facility Funding	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Food Lunch Program	\$ 70,200.00	4.2%	\$ 52,650.00	3.8%	\$ 35,100.00	3.2%
Total Revenue	\$ 1,656,007.60	100%	\$ 1,379,505.70	100%	\$ 1,103,003.80	100%
EXPENSES						
Personnel Services (Wages, Benefits, and Payroll Taxes) Certified	\$ 790,864.00	53.0%	\$ 727,262.00	54.2%	\$ 470,842.00	46.3%
Personnel Services (Wages, Benefits, and Payroll Taxes) Non-Certified	\$ 234,885.00	15.7%	\$ 212,646.00	15.9%	\$ 212,646.00	20.9%
Unemployment	\$ 5,311.00	0.4%	\$ 4,752.00	0.4%	\$ 3,634.00	0.4%
Substitute Teachers	\$ 9,375.00	0.6%	\$ 9,375.00	0.7%	\$ 9,375.00	0.9%
USI Sponsorship Fees	\$ 28,872.00	1.9%	\$ 21,654.00	1.6%	\$ 14,436.00	1.4%
Rent / Lease (Building / Facility/Utilities)	\$ 48,000.00	3.2%	\$ 48,000.00	3.6%	\$ 48,000.00	4.7%
Maintenance & Repairs	\$ 5,000.00	0.3%	\$ 5,000.00	0.4%	\$ 5,000.00	0.5%
Furniture & Equipment	\$ 65,000.00	4.4%	\$ 65,000.00	4.8%	\$ 65,000.00	6.4%
Office Supplies (Postage)	\$ 10,000.00	0.7%	\$ 10,000.00	0.7%	\$ 10,000.00	1.0%
Equipment Lease (Copiers)	\$ 5,580.00	0.4%	\$ 5,580.00	0.4%	\$ 5,580.00	0.5%
IT Support (Includes Student Management System)	\$ 12,000.00	0.8%	\$ 9,000.00	0.7%	\$ 6,000.00	0.6%
Technology Computers	\$ 42,000.00	2.8%	\$ 31,500.00	2.3%	\$ 21,000.00	2.1%
Food Services	\$ 91,800.00	6.1%	\$ 68,850.00	5.1%	\$ 45,900.00	4.5%
Transportation	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Materials, Supplies & Textbooks	\$ 75,000.00	5.0%	\$ 56,250.00	4.2%	\$ 37,500.00	3.7%
Co-Curricular Programs	\$ 6,000.00	0.4%	\$ 6,000.00	0.4%	\$ 6,000.00	0.6%
Professional Development/Travel	\$ 18,000.00	1.2%	\$ 18,000.00	1.3%	\$ 18,000.00	1.8%
Audit Services	\$ 9,000.00	0.6%	\$ 9,000.00	0.7%	\$ 9,000.00	0.9%
Legal Services	\$ 10,800.00	0.7%	\$ 10,800.00	0.8%	\$ 10,800.00	1.1%
Payroll & Accounting Services (Outside Services)	\$ 15,000.00	1.0%	\$ 11,250.00	0.8%	\$ 7,500.00	0.7%
School Insurance	\$ 11,000.00	0.7%	\$ 11,000.00	0.8%	\$ 11,000.00	1.1%
Total Expenses	\$ 1,493,487.00	100%	\$ 1,340,919.00	100%	\$ 1,017,213.00	100%
Net Excess/Deficit	\$ 162,520.60		\$ 38,586.70		\$ 85,790.80	

FUNDRAISING GOALS

FUNDRAISING GOALS

2026										2027	
MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB
\$100,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000

2027					OPENING	
MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER
\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000

FUNERAL PROCEDURES

PROCEDURES IN THE EVENT OF A FUNERAL

Williams Arts and Technology (WATA) is a Public Charter School leasing space from the Pilgrim Baptist Church (PBC). WATA and PBC have agreed, in writing, that the identified spaces being leased to the school will not be utilized by PBC or any of its auxiliaries, during school hours. PBC and WATA have also agreed and understand that due to PBC's obligation as a church, to its members and mission, funerals will be an unavoidable part of the church's responsibilities. Given this understanding, PBC will work with families and funeral homes to schedule all funerals on Saturdays or days when WATA is not in session. In the unavoidable event that a funeral home cannot accommodate a Saturday funeral, it is agreed that the families and funeral homes may only request a Monday or Friday funeral. Caskets must be delivered prior to 8:00, before students arrive, or after 9:15 a.m., once students are in class.

In the rare event a funeral must be held on a Monday or Friday, at PBC, the follow procedures will be strictly adhered to:

1. The PBC leadership will notify WATA administration as early as possible, but no later than 5 days in advance.
2. The WATA administration will inform staff of the funeral's date and time. This notification will include informing staff of plans to ensure students are not seeing, hearing or being involved in funeral proceedings at any time.
3. Parents/guardians will be notified of the pending funeral and plans for students during those hours.
4. Students entering through door 4. The south side windows on the doors to the sanctuary will be covered with blinds/shades preventing students from peering in.
5. Self-Contained Special Needs students entering door 1, will go directly to their classroom. WATA will have a partition arranged in the sanctuary to prevent students from seeing the casket, if it has already arrived.
6. WATA operating hours will be 8:50 to 3:30. Funerals and viewings are held between 10:00 and 1:00. Therefore, WATA students will arrive prior to the beginning of any funeral activities and dismissing after activities have concluded.
7. WATA will utilize the following options to ensure students are not in the vicinity of funeral activity, during arrival, dismissal, recess, lunch, or school hours:
 - a. Students will be divided into the following groupings:
 - i. Kindergarten/first
 - ii. Second/Third
 - iii. Fourth/Fifth
 - iv. Sixth
 - v. Self-Contained Special Needs

- b. Depending on the day and academic alignment to the curriculum, one group of students will be involved in an off-site activity. All other students will be transitioned to the lower-level and continue school as usual.
 - c. Some potential options for off-site activities:
 - i. Boys and Girls' Club
 - ii. Renaissance YMCA
 - iii. Pearl Arts
 - iv. Botanical Gardens
 - v. Science Central
 - vi. Other options will be developed by staff
 - d. . Staff will be with and supervise students as they would on any field-trip, to ensure safety.
 - e. Students will be transported to these locations by 10:00 a.m. and return by 1:30.
8. In the event of a school 2- hour delay, due to weather or other unforeseen circumstances, all students will remain at the school in the lower-level. The large common area in the lower-level will be used to accommodate student numbers if all other classroom spaces are full.

WATA seeks to provide and engage students in high quality educational settings, free from unnecessary trauma. The safety and emotional well-being of each child is a top priority.

This plan may be revised as needed.

GOVERNANCE AND ORGANIZATIONAL STRUCTURE

LEGAL STATUS AND GOVERNING DOCUMENTS

The organizing group has set up a corporation, Williams Arts and Technology Academy, Inc., and has created Articles of Incorporation, By-Laws, and has applied with the IRS to become a 501(c)3 corporation.

Governing Board

The Governance Board shall be composed of individuals with the desire and expertise to direct the school. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Board Members will be measured to carry out their legal responsibilities. The following positions will constitute the officers of the Board's configuration: President, Vice-President, Treasurer, and Secretary.

Full Disclosure of Board Members

Full disclosure will be made of the identity of all relatives employed by the school who are related to the charter school, President of the Governing Board, Governing Board Member, Administrator, Assistant Administrator, or any other person employed or engaged by the school, or any organization engaged by the school.

Board Training and Compliance

All Governance Board members will comply with the fingerprinting policy and board training statutes adopted by the Indiana Department of Education.

Officers of the Governing Board

President and Vice-President of the Board

The President shall establish the agenda for all meetings of the Governing Board in consultation with the Board and, as appropriate, at the discretion of the President, other members of the Governing Board. The President shall preside over all meetings of the Governing Board and shall have such other powers as the Governing Board shall determine. In the absence of the President at any meeting of the Board, the Vice-President shall exercise the rights and perform the functions of the President.

Vice President

In the absence of the President, or in the event of his/her inability or refusal to act, the Vice President shall perform the duties of the Chair and, when so acting, shall have all the powers of and be subject to all restrictions upon the Chair. Any action taken by the Vice President in the performance of the duties of the President shall be conclusive evidence of the absence or inability to act by the President at the time such action was taken. The Vice President shall perform such other duties as, from time to time, may be assigned to him/her by the President or by the Governing Board.

Treasurer

The Treasurer shall be the chief financial officer of the school and, subject to the direction and control of the Governing Board, shall have general charge of the financial affairs of the school; shall keep, or see that, full and accurate books of account and shall maintain custody of all funds, securities, and legal documents of the school. The Treasurer shall prepare or have prepared, and present, or have a presentation, at each meeting of the Governing Board a report on the financial condition and affairs of the school. The Treasurer shall prepare or oversee all filings required by any school district, State of Indiana, the Internal Revenue Service, and any other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board.

Secretary

The Secretary shall record and maintain records of all proceedings of the Board in a book or series of books kept for that purpose and shall give such notices of meetings of the Board as are required by the Charter, these bylaws, or by state law. No later than seven days before any meeting of the Governing Board, the Secretary shall distribute to each member copies of any minutes from prior meetings that have not been approved by the Governing Board. The Secretary shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board. In the absence of the Secretary from any meeting of the Board, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary.

Other Officers

Other officers shall have such duties and powers as they may be designated from time to time by the Governance Board. The policies and procedures used by the Governing Board will be promulgated in its contract with the authorizer, its bylaws, applicable administrative, faculty, and student handbooks, and manual. The Board will continually assess the school, the Educational Program's successes, and areas in need of improvement. The Board will be directly involved in analyzing alternatives and additions to the program by analyzing student and School performance data. By incorporating such scrutiny, the Board will ensure that the school will continue to consistently and effectively serve our student population.

All Governing Board meetings shall be noticed and advertised, and open to the public. All meetings shall be in keeping with applicable state law, including compliance with the Open-Door Law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held primarily at the office located at 1331 Gay Street, Fort Wayne, Indiana, 46803. It is likely that in the initial stages of the school launch and development, the Board may choose to meet more frequently. However, the Board believes that meetings will be most productive as student achievement data become available and when sufficient time has been given to the management company to deliver and report goals, objectives, and results. Board meetings will be attended by the school's administration, school personnel, and any other relevant service providers, and such meetings will be open to parents and the public.

General Duties by Statute and Contract

Board Members must perform all duties:

- In good faith,
- In a manner he/she believes is in the best interest of the school,
- With the same care that an ordinary prudent person in a similar position would use under similar circumstances,
- Duty of care,
- Duty of loyalty,

- Duty of confidentiality,
- Duty of obedience to the purpose of the school, as well as
- Direct the operations of the school and provide executive oversight to ensure the achievement of its mission and its purpose.

Contract with authorizer to:

- Execute the contract to begin school.
- Evaluate whether to continue school operations throughout the contract period.
- Decide whether to apply for contract renewal with the authorizer.
- Identify contractors and vendors as needs are determined.
- Ensure that school facilities will meet all health and safety standards.
- Maintain insurance coverage per contract terms.
- Ensure all employees and contractors pass criminal background checks and are fingerprinted.
- Hire certified and licensed instructors and professionals subject to a management agreement.
- Ensure the school is non-sectarian.
- Conduct meetings in accordance with Indiana's Open-Door Law.
- Provide access to public records.
- Report on child abuse or neglect.
- Conduct statewide tests of student achievement.
- Ensure the school leaders follow state and district policies for student suspension, expulsion, and removal.
- Maintain confidentiality of student records.

- Ensure the Management Company complies with the rules for employers regarding non-discrimination in wage rates, worker's compensation, and unemployment compensation.
- Participate in the state information management system.
- Adopt and maintain a comprehensive school safety plan.
- Disclose and address all potential conflicts of interest on the part of members of the Governing Board.

Specific Duties by Statute and Contract

Board Members must:

- Develop and implement a financial plan, including a budget forecast for each year of the contract.
- Provide for the development of financial policies, procedures, and internal controls, and consider and approve such policies, procedures, and controls.
- Comply with rules provided by the state auditor, and maintain auditable financial records.
- Provide scheduled financial reports to the IDOE.
- Develop and implement a Governance and Administrative Plan that lists policies and procedures for the management and administration of the Academy.

Develop and implement an Educational Plan that will:

- Provide students with a quality education and one year's worth of learning for one year's worth of instruction.
- Provide students with the requirements to complete the plan of study, including high school completion, career planning, and post-secondary enrollment.

- Implement an accountability plan that lists policies, procedures, and measurements to assess student achievement of academic goals, performance standards, including completing all Indiana state-required annual reports for parents of enrolled students on progress in meeting academic goals.

The Governance Board may, in a meeting noticed and held consistently with applicable law, authorize representatives and agents of Williams Arts and Technology Academy to exercise such powers and duties consistent with applicable law.

Roles and Responsibilities

The Governance Board is accountable for the academic, financial, and operational performance of the school. The Governance Board will govern all operations of the school, delegating day-to-day management to the administrative staff and establishing the reporting relationship between the Governance Board and the administrative staff. The Governance Board will approve budgets, set policy, establish procedures, have the authority to select the Executive Director(s), and to terminate his or her employment, and ensure that the financial and administrative management of the school meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

Further, the Governance Board will ensure that the school's performance and accountability measures, standards, and goals are met or exceeded; ongoing assessments and evaluations are accomplished; financial reports are prepared and presented on a timely basis and controls are in place in accordance with all Indiana public school accounting policies and procedures, state requirements are met; the school is operated in compliance with this charter application, the charter contract with the authorizer, and all applicable laws; and that annual progress and accountability reports are made to the IDOE and other entities in the format and time required by law.

Board Creation/Transition

The members will convene an organizational meeting to become an appropriate Governing Board. The transition to a Governing Board will be supported by the orientation and training provided to Governing Board members. By resolution, the

Members will select and approve Officers and Members, including its President, to manage the affairs of the school.

Procedures

The Board may solicit the community for local board members via past and ongoing personal relationships and accomplishments, recommendations of experts, and completion of an informational profile or survey portraying their qualities and vision as a policy-making body for an educational institution. The Board will expect to add board members on an ongoing basis. All Governance Board members will participate in all state-required training for Governance Board members.

The Governance Board shall be composed of individuals with the desire and expertise to direct the school. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Board Members will be measured to carry out their legal responsibilities. The following positions will constitute the officers of the Board's configuration: president, vice- president, treasurer, and secretary.

All Governing Board meetings shall be advertised and open to the public. All meetings shall be in keeping with applicable state law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held at the office located at 1331 Gay Street, Fort Wayne, Indiana, 46803. It is likely that in the initial stages of the school launch and development, the Board may choose to meet more frequently.

Ethics and Conflicts of Interest

The school's governing board is guided by a set of by-laws that defines how the board will operate, including conflicts of interest. In addition to the by-laws, ethics and conflicts of interest are specifically addressed during the Board's training and orientation. Consistent with Indiana law, each Governing Board member will sign a Conflict-of-Interest Policy.

Board Expansion, Development, and Succession

Policies for terms of service and other matters will be developed by the Board in compliance with the By-Laws, state law, and the school's mission and vision.

Governing Board Removal Procedures and Term Limits

All Governing Board removal procedures, term limits, and removal procedures policies may be found in the provisions stated in the By-laws.

HUMAN RESOURCES/JOB DESCRIPTIONS

Elementary School Principal

Position Summary

The Elementary School Principal is responsible for providing leadership, direction, and supervision to ensure a safe, productive, and positive learning environment for students and staff at the Williams Arts and Technology Academy. The principal oversees daily school operations, supports instructional excellence, manages staff, and promotes success for all students through the integration of the arts and technology.

Key Responsibilities

Instructional Leadership

- Develop and implement instructional programs aligned with the vision and mission of WATA.
- Support and evaluate teachers to ensure the classroom instruction of Indiana state standards.
- Promote effective teaching strategies and student-centered learning.
- Monitor student achievement and through the development of individualized student learning plans.

School Administration

- Oversee daily operations of the school.
- Ensure compliance with policies, state regulations, and educational standards.
- Manage school schedules, procedures, and safety protocols.
- Hire, supervise, and evaluate teachers and support staff.

- Provide professional learning opportunities.
- Develop a collaborative and supportive school culture among staff and students.
- Maintain a safe and respectful learning environment.
- Address student behavioral issues and implement appropriate corrective policies.
- Support programs that promote student well-being and development.

Budget and Resource Management

- Oversee the school budget.
- Allocate resources effectively to support academic programs.
- Oversee school facilities and student resources.

Parent and Community Engagement

- Build strong relationships with parents and community members.
- Communicate regularly about school programs, policies, and student progress.
- Encourage community involvement in school activities.

Qualifications

- Master's Degree in Educational Leadership, Education Administration, or related field.
- Valid Principal or School Administrator certification.
- Minimum of 3–5 years of teaching experience.
- Previous leadership or administrative experience preferred.
- Strong leadership and organizational skills
- Excellent communication and interpersonal abilities
- Knowledge of curriculum development and instructional strategies
- Ability to analyze student performance data

- Conflict resolution and problem-solving skills

Working Conditions

- Full-time position with occasional evening or weekend events.
- Daily interaction with students, staff, parents, and community members.

Physical Requirements:

1. Ability to stand and walk for extended periods during classroom instruction and supervision.
2. Manual dexterity to operate classroom technology and equipment.
3. Visual and auditory ability to monitor student behavior and respond to classroom situations.
4. Ability to move quickly in response to student safety needs.
5. Ability to perform light physical activities—such as bending, kneeling, and reaching—as required in a classroom setting, as well as lift and carry items weighing up to 50 pounds.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Elementary Teacher

Position Summary

Provide diverse learning opportunities using real-world projects and experiences with an Arts and Technology focus. Teacher must participate in building level professional learning; collaborate with other WATA teachers.

Certification and Qualifications:

Valid Indiana teaching license with elementary certification (K-5) and literacy endorsement, Science of Reading by July 1, 2027.

Key Responsibilities:

1. Provide curriculum level instruction appropriate to students in grades K-3.
2. Assess and document student progress through the use of an individualized student learning plan, providing schedule feedback to students and parents.
3. Embed music and the arts throughout the instruction of the curriculum.
4. Incorporate the use of technology throughout subject area instruction.
5. Participate in staff meetings, training sessions, and collaborative planning.
6. Supervise students during school activities, field trips, and breaks.
7. Adapt teaching methods and materials to meet students varying individual needs.
8. Maintain accurate records of student attendance, grades, and behavior.
9. Comply with school policies, state regulations, and ethical teaching standards.
10. Adhere to any other duties as assigned by the administrator.

Physical Requirements:

1. Ability to stand and walk for extended periods during classroom instruction and supervision.
2. Manual dexterity to operate classroom technology and equipment.
3. Visual and auditory ability to monitor student behavior and respond to classroom situations.

4. Ability to move quickly in response to student safety needs.
5. Ability to perform light physical activities—such as bending, kneeling, and reaching—as required in a classroom setting, as well as lift and carry items weighing up to 50 pounds.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

School Secretary/Treasurer

Position Summary

The School Secretary/Treasurer provides administrative and financial support to ensure the smooth operation of the school office. This position manages front office duties, maintains financial records, assists staff and students, and handles school communications and bookkeeping tasks.

Key Responsibilities

- Serve as the primary point of contact for parents, students, staff, and visitors.
- Answer phones, respond to emails, and handle general inquiries.
- Maintain student records, attendance reports, and school documentation.
- Schedule meetings, appointments, and school events.
- Prepare and distribute correspondence, newsletters, and notices.
- Maintain filing systems (digital and physical).
- Assist with enrollment and registration processes.
- Maintain documentation of attendance records.
- Maintain office supplies and order materials when needed.

- Support teachers and administration with clerical tasks.
- Coordinate communication between school staff and families.
- Ensure confidentiality of student and financial records.

Financial/Treasurer Duties

- Manage school accounts, receipts, and deposits.
- Record financial transactions and maintain accurate bookkeeping records.
- Process invoices, purchase orders, and reimbursements.
- Assist with financial reports.
- Monitor school expenditures and oversee financial accountability.
- Prepare financial summaries for school administration or board meetings as requested.

Qualifications

- High school diploma or equivalent (Associate's degree preferred).
- Experience in administrative support, office management, or bookkeeping.
- Proficiency in Microsoft Office (Word, Excel, Outlook) and basic accounting software.
- Strong organizational and time-management skills.
- Excellent communication and customer service skills.
- Ability to maintain confidentiality and handle sensitive information.
- Prefer experience working in a school environment with knowledge of school financial procedures or accounting practices.
- Must have attention to detail and ability to multitask in a busy office environment.

Physical Requirements:

1. Ability to stand and walk for extended periods during classroom instruction and supervision.
2. Manual dexterity to operate classroom technology and equipment.
3. Visual and auditory ability to monitor student behavior and respond to classroom situations.
4. Ability to move quickly in response to student safety needs.
5. Ability to perform light physical activities—such as bending, kneeling, and reaching—as required in a classroom setting, as well as lift and carry items weighing up to 50 pounds.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

School Mental Health Specialist/Support

Position Summary

The School Mental Health Specialist provides mental health support and intervention services to students to promote academic success, emotional well-being, and positive behavior. The specialist collaborates with school staff, families, and community agencies to identify student needs, deliver counseling services, and implement prevention and intervention programs.

Key Responsibilities

Student Support

- Provide individual and group counseling/support to students experiencing emotional, behavioral, or social challenges.
- Conduct mental health assessments and screenings to identify students in need of support.

- Develop and support student learning plans with mental health concerns.
- Support students experiencing crisis situations.
- Develop and implement school-wide mental health programs and prevention initiatives.

Collaboration

- Work closely with teachers, school counselors, psychologists, and administrators to support individual student needs.
- Participate in student learning plans support, IEPs, and 504 meetings when input is needed.
- Coordinate with community health providers and appropriate agencies to ensure continuity of care.
- Provide mental health education workshops for students, staff, and families.
- Promote social-emotional learning (SEL) and resilience-building activities.
- Respond to mental health crises and provide immediate intervention and stabilization.
- Assist in creating safety and crisis response plans.

Documentation & Compliance

- Maintain confidential student records and documentation in accordance with FERPA, HIPAA, and school policies.
- Ensure services align with state and federal regulations.

Qualifications

- Master's degree in one of the following fields:
 - Counseling (Licensed Professional or School Counselor)
 - Social Work (Licensed Clinical Social Worker)
 - Mental Health Counseling (Licensed Mental Health Counselor)
 - Prefer Experience working with children in school settings.

- Experience with trauma-informed care, or crisis response is a plus.

Physical Requirements:

1. Ability to stand and walk for extended periods during classroom instruction and supervision.
2. Manual dexterity to operate classroom technology and equipment.
3. Visual and auditory ability to monitor student behavior and respond to classroom situations.
4. Ability to move quickly in response to student safety needs.
5. Ability to perform light physical activities—such as bending, kneeling, and reaching—as required in a classroom setting, as well as lift and carry items weighing up to 50 pounds.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

School Administrative Assistant**Job Summary**

The School Administrative Assistant provides clerical and administrative support to school administrators, teachers, students, and parents. This role ensures the efficient operation of the school office by managing records, handling communications, coordinating schedules, and assisting with daily administrative tasks and support of students.

Key Responsibilities

- Provide administrative support to the principal and school staff.
- Respond to inquiries from parents, students, and visitors.

- Review student records, files, and confidential documents.
- Assist with student enrollment, registration, and attendance tracking.
- Schedule meetings, appointments, and school events as requested.
- Prepare reports, letters, and other documents as needed.
- Assist with coordination of school activities, events, and communications.
- Support teachers and staff with administrative needs.
- Ensure compliance with school policies and administrative procedures.

Qualifications

- High school diploma or equivalent (Associate's degree preferred).
- Previous experience in administrative or office support roles preferred.
- Experience in a school or educational environment is a plus.
- Strong organizational and multitasking skills.
- Excellent written and verbal communication skills.
- Proficiency in Microsoft Office (Word, Excel, Outlook) and office equipment.
- Ability to maintain confidentiality and handle sensitive information.
- Must have excellent organizational and time management skills.
- Must have professional customer service and interpersonal skills.
- Ability to work independently and as collaboratively as part of a team.

Physical Requirements:

1. Ability to stand and walk for extended periods during classroom instruction and supervision.
2. Manual dexterity to operate classroom technology and equipment.
3. Visual and auditory ability to monitor student behavior and respond to classroom situations.
4. Ability to move quickly in response to student safety needs.

5. Ability to perform light physical activities—such as bending, kneeling, and reaching—as required in a classroom setting, as well as lift and carry items weighing up to 50 pounds.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Elementary School Assistant

Position Summary

An Elementary School Assistant supports teachers and school staff in creating a safe, organized, and positive learning environment for students. This role involves assisting with classroom activities, supervising students, preparing learning materials, and helping meet the educational and behavioral needs of children.

Key Responsibilities

- Assist the classroom teacher with daily instructional activities and lesson preparation
- Provide one-on-one or small group support to students who need additional help
- Help maintain a safe, clean, and organized classroom environment
- Supervise students during recess, lunch, field trips, and other school activities
- Prepare teaching materials, worksheets, and classroom displays
- Support students with special needs or behavioral guidance when required
- Assist with classroom management and reinforce school rules and expectations
- Help with attendance, grading support, and basic administrative tasks
- Communicate student needs or concerns to the teacher

Qualifications

- High school diploma or equivalent (Associates degree or coursework in education preferred)
- Experience working with children in a school, daycare, or youth program preferred
- Strong communication and interpersonal skills
- Patience, reliability, and a positive attitude
- Ability to follow instructions and work as part of a team

Skills

- Classroom support and organization
- Basic instructional assistance
- Child supervision and safety awareness
- Communication and teamwork
- Problem-solving and adaptability

Physical Requirements:

1. Ability to stand and walk for extended periods during classroom instruction and supervision.
2. Manual dexterity to operate classroom technology and equipment.
3. Visual and auditory ability to monitor student behavior and respond to classroom situations.
4. Ability to move quickly in response to student safety needs.
5. Ability to perform light physical activities—such as bending, kneeling, and reaching—as required in a classroom setting, as well as lift and carry items weighing up to 50 pounds.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

IDOE ALIGNMENT

Coordination with the Indiana Department of Education Charter Office

Williams Arts and Technology Academy (WATA) has initiated communication with the Indiana Department of Education's Office of Charter Schools to ensure full compliance with all charter authorization requirements. The Academy has contacted Geoffrey Fenelus, Director of Charter Schools at gfenelus@doe.in.gov and Abby Littrell, Charter School Specialist alittrell@doe.in.gov to discuss the documentation and procedures required by the Office of Charter Schools.

WATA is committed to maintaining transparency and full cooperation with the Indiana Department of Education (IDOE). The Academy will promptly provide access to any documentation or materials requested to support the review and approval process.

Additionally, WATA will engage in direct collaboration with the Office of Charter Schools by requesting a meeting with IDOE representatives as early as March 2026, and no later than April 2026, contingent upon the availability of a scheduled meeting date. This meeting will allow the Academy to ensure alignment with state expectations and confirm that all submission requirements are being met with diligence and accuracy.

Through these efforts, Williams Arts and Technology Academy will maintain open communication and partnership with the Indiana Department of Education throughout the charter application and approval process.

LEARNING MANAGEMENT SYSTEM

Logic Key, Inc.
 75 S Main Street
 Linton, IN 47441-1818



Quote

ADDRESS

Williams Arts and Technology
 Academy
 1331 Gay Street
 Fort Wayne, IN 46806

QUOTE # 3099

DATE 03/09/2026

EXPIRATION DATE 05/11/2026

ITEM	QTY	RATE	AMOUNT
Harmony School Management Software 3.0	110	18.00	1,980.00
<ul style="list-style-type: none"> - Student Records - Scheduling - Attendance records - Gradebook - Transcripts - Progress reports - ECA Eligibility - Discipline reports - Health records - Letters - Textbook fees - ECA Accounting - Internet Access component - 1 day on-site training - Server setup included - Basic data conversion included 			
Harmony School Management Software 3.0	300	7.00	2,100.00
<ul style="list-style-type: none"> - Annual license - includes 12 mo software support - Per student (school minimum 300) 			
Hosted Server Monthly Access	12	200.00	2,400.00
<ul style="list-style-type: none"> - \$200.00 / month 			
We look forward to working with you!			SUBTOTAL 6,480.00
Please call 317-704-7215 with any questions.			TAX 0.00
			TOTAL \$6,480.00

WATA Founding Team is reviewing the IDOE’s Approved vendors to identify potential partners to collaborate with to ensure the success of our staff and students.

PLEDGE CARD FOR DONATIONS

WILLIAMS ARTS AND TECHNOLOGY ACADEMY PLEDGE CARD

Name _____

Address _____

City _____ State _____ Zip Code _____

Contact Information:

Phone/Cell: _____

Email: _____

Upon the approval of Williams Arts and Technology Academy, I pledge to contribute:

A one-time donation in the amount of: \$ _____

A monthly donation in the amount of: \$ _____

An annual donation in the amount of: \$ _____

PROPOSED OUTCOMES AND MEASURES

Proposed School's Student Outcome Goals and Measurements 1

Williams Arts and Technology Academy will establish coherent goals aligned to:

Indiana's accountability system and measure them with a coherent assessment suite based on the following targets:

- In K–Grade 2, students will take the i-Ready Diagnostic in August/September to establish baselines.
- 80% will meet or exceed typical growth in literacy and mathematics by spring, with growth bands framed by i-Ready norms.
- In Grades 3–6, the primary proficiency measures will be ILEARN ELA and mathematics, with a primary goal of meeting or exceeding the state prior-year proficiency along with establishing a baseline for students enrolled at the Academy.
- The Academy will raise overall proficiency at least two percentage points per year and maintain a median student growth percentile at or above 50, with the lowest quartile posting growth rates of 55% or higher meeting annual growth Targets.

Foundational literacy will be monitored with Indiana's IREAD:

- The goal is $\geq 90\%$ passage by the end of Grade 2, with targeted interventions to reach 100% passage for any re-testers by the end of Grade 3 and continued support through Grade 6 for late movers.
- For multilingual learners, World-class Instructional Design and Assessment (WIDA) will anchor language-development goals; students will demonstrate average annual growth of at least 0.7–1.0 composite proficiency levels or meet state exit criteria, with appropriate accommodations on content tests.
- Students with the most significant cognitive disabilities (those taking Indiana's Alternate Measure (I AM) in Grades 3–6 will have fully aligned goals to Indiana's alternate standards, with at least 70% meeting or exceeding annual I AM performance targets.
- Science outcomes (grade-band tested by the state) will increase by a

minimum of two percentage points in proficiency yearly.

Mission-specific indicators will include:

- Universal participation in at least one Arts performance/exhibit each year,
- Integration rubrics showing 85% of students meeting Arts/technology competency benchmarks
- Average daily attendance at or above 95%, and $\geq 80\%$ favorable ratings on Family and student satisfaction surveys.

These goals are grounded in Williams Arts and Technology competency-based model. Students demonstrate mastery through performance tasks, portfolios, and exhibitions alongside state measures. Quarterly data cycles in PLCs will be used to monitor progress, implement timely interventions, and document growth.

If the actual incoming baseline differs substantially from projections, Williams Arts and Technology Academy will recalibrate targets within the first eight weeks using initial diagnostics (i-Ready for K–2; ILEARN through-year or comparable interim assessments for Grades 3–6; WIDA screener/placement for Multilingual Learners; IREAD screeners where applicable).

The school staff members will set cohort-specific annual goals that preserve ambition and comparability:

For proficiency, a revised year-one target anchored to the observed baseline plus an absolute gain of at least two percentage points (or the state’s required improvement, whichever is higher);

For growth, maintaining a median Student Growth Percentile (SGP) ≥ 50 and raising the lowest quartile growth above 55%; for WIDA, preserving the 0.7–1.0 composite gain expectation or documented progress toward exit; and for IREAD, individualized catch-up plans to achieve on-time passage by the next allowable window.

These adjustments will be documented in the school's assessment plan, approved by the leadership team and Board, and reported to the authorizer.

Success will be evaluated through:

- A balanced mastery + accountability dashboard that triangulates state tests (ILEARN, IREAD, WIDA, I AM),
- Through-year/interim diagnostics, portfolio and exhibition rubrics, attendance and behavior metrics, and stakeholder feedback.

Desired overall results include:

- Year-over-year gains in state proficiency,
- Consistently on-track growth for all students
- Accelerated growth for the lowest quartile
- Early and near-universal Grade-2 literacy,
- Steady progress in English language proficiency with equitable access to grade-level content
- Verified advancement on arts/technology competencies embedded in Williams Arts and Technology Academy curriculum.

By coupling these measurable goals with quarterly review and rapid intervention, the Academy will ensure that every learner demonstrates annual academic growth, that gaps close predictably, and that instruction reliably yields rigorous, future-ready outcomes.

Rationale for Goals and Targets

Williams Arts and Technology Academy's student-outcome goals reflect the systematic thinking and alignment of the IDOE. Considering the shift in how the IDOE plans to look at how students/schools demonstrate growth, the Founding Team

Members see the importance of looking at student growth beyond state assessments. Students will demonstrate a passion for learning beyond the indicator of test scores by engaging in authentic learning experiences that will align with the College and Career Ready Standards with a full integration of the arts and technology. The Academy will be a school of transparency. Staff members will analyze data continuously to maximize the learning of Academy students and adjust instruction as needed. Staff members will use the established goals to engage in collaborative conversations during PLCs. In addition to internal stakeholders, the Board will share updates on the progression with other key stakeholders to ensure parents and the community have an awareness of how the school is performing, using key metrics.

STUDENT RECRUITMENT

Williams Arts and Technology Academy

Student Recruitment and Enrollment Plan

Purpose

Williams Arts and Technology Academy (WATA) is committed to implementing a transparent, inclusive, and community-centered recruitment process designed to ensure equitable access to enrollment opportunities for all families within the community. The recruitment plan is designed to inform families about the Academy's mission, educational program, and enrollment procedures while ensuring that outreach efforts reach a broad and diverse population of prospective students.

Recruitment efforts will emphasize accessibility, clear communication, and ongoing engagement with families to ensure that all interested parents and guardians have the opportunity to learn about the school and apply for enrollment.

Recruitment Timeline

Phase 1: Initial Community Awareness

July 2026 – December 2026

Recruitment efforts will begin with informal informational meetings hosted throughout the city beginning in July 2026. These meetings will allow founding members to introduce the mission, vision, and academic program of Williams Arts and Technology Academy while answering questions from prospective families.

Meetings will be hosted in accessible community locations, including:

- Local churches
- Community centers
- Public libraries
- Neighborhood meeting spaces
- Public parks

- Community festivals and neighborhood events

During these sessions, founding members will provide information regarding:

- The mission and vision of Williams Arts and Technology Academy
- The arts and technology integrated curriculum
- Student enrollment procedures
- School expectations and educational model
- Timeline for application and enrollment

Families attending meetings will have the opportunity to complete interest forms to receive additional information about the school.

Community Outreach Strategies

To ensure broad awareness across the community, WATA will implement multiple outreach strategies including:

Community-Based Outreach

- Presentations during church meetings and faith-based gatherings
- Participation in local community festivals and neighborhood events
- Engagement with community organizations and neighborhood associations
- Informational sessions hosted in public parks and community venues

Printed Communication

- Distribution of informational flyers at permissible public locations such as:
 - Libraries
 - Community centers
 - Neighborhood gathering locations
 - Local businesses
- Distribution of printed materials during community events

Media Outreach

- Local radio announcements
- Community bulletin boards
- Neighborhood newsletters

Digital Outreach

- Social media announcements and updates
- School website information page
- Email communications with interested families

Direct Family Engagement

Founding members and school representatives will conduct:

- Personal phone calls to individuals who attend informational meetings or complete interest forms
- Written follow-up communications to answer questions and provide additional information
- Direct outreach to families within targeted neighborhoods

These strategies will ensure families have multiple opportunities to learn about the Academy and ask questions.

Phase 2: Targeted Family Communication

January 2027

In January 2027, informational materials will be mailed directly to families who have attended informational meetings or submitted interest forms.

The mailing will include:

- A letter introducing Williams Arts and Technology Academy
- Information about the academic program and instructional model

- Enrollment procedures and timeline
- Application instructions
- Contact information for additional questions

Additional recruitment activities during this phase will include:

- Continued social media announcements
- Distribution of updated flyers
- Personal visits and outreach to neighborhood families
- Community presentations to parent groups and organizations

Phase 3: Enrollment Information Sessions

Late January – February 2027

Additional informational meetings will be held during late January and February 2027 to provide detailed information about the school and begin the formal enrollment process.

During these sessions families will receive guidance regarding:

- The enrollment application process
- Lottery procedures (if necessary)
- Student eligibility requirements
- Academic programming and student expectations
- School culture and family engagement expectations

Enrollment applications will be made available during these meetings.

Phase 4: School Visitation Opportunities

Spring 2027 – Summer 2027

Beginning in early spring 2027, WATA will host monthly visitation opportunities for families interested in seeing the school facility and learning more about the instructional environment.

These visits will allow families to:

- Tour the school facility
- Meet founding members and school leadership
- Learn about the instructional model
- Ask questions regarding student expectations and programming

These visits will continue through the summer months to provide multiple opportunities for family engagement.

Phase 5: Ongoing Recruitment and Enrollment

March 2027 – August 6, 2027

Recruitment efforts will continue through August 6, 2027, and will include:

- Continued distribution of flyers
- Ongoing social media communications
- Personal outreach to families
- Follow-up communication with interested families
- Additional informational meetings as needed

Enrollment forms will be accessible to families through two methods:

- Online submission through the school website
- Paper applications available at the school

Enrollment Lottery Process

If the number of applicants exceeds available enrollment capacity, Williams Arts and Technology Academy will conduct a public lottery in accordance with applicable charter school regulations.

The lottery (if needed) will:

- Be conducted in the spring of 2027
- Follow all applicable state and charter authorization guidelines
- Be conducted in a transparent and equitable manner
- Be open to observation by the public

Families will be notified of lottery results promptly and provided with information regarding enrollment status or waitlist placement.

Communication and Public Access to Information

Information regarding the recruitment process, enrollment procedures, and lottery policies will be made available to the public through:

- The Williams Arts and Technology Academy website
- Community informational meetings
- Printed materials distributed throughout the community
- Direct communication with interested families

The Academy is currently working with a webmaster to develop the school's website, which will provide accessible and up-to-date information regarding recruitment, enrollment procedures, and school programming.

Commitment to Equitable Access

Williams Arts and Technology Academy is committed to ensuring that recruitment efforts reach all families within the community, including those who may traditionally have limited access to school choice opportunities.

Recruitment strategies are designed to reach families through:

- Community organizations
- Faith-based institutions

- Neighborhood gatherings
- Local media
- Direct outreach efforts

Through these strategies, the Academy seeks to ensure that all families have equitable access to information about enrollment opportunities.

RELIGIOUS NEUTRALITY REQUIREMENTS

The Joint Board (Trustees and Deacons) of Pilgrim Baptist Church have agreed to ensure that any religious symbols, artifacts, or displays located within the areas leased and utilized by Williams Arts and Technology Academy will be removed or appropriately covered during school operating hours.

This commitment is intended to ensure that all instructional and operational spaces used by the Academy remain free from religious displays while the school is in session, consistent with the requirements for public charter schools and applicable constitutional and statutory guidelines. The church and the Academy will coordinate procedures to ensure that all spaces used for educational purposes maintain a neutral learning environment for staff and students during the school day.

WATA HANDBOOK

Williams Arts and Technology Academy

1331 Gay Street

Fort Wayne, IN 46803

2026 – 2027 Williams Arts and Technology Academy Institute Student/Parent Handbook

Mission Statement

Williams Arts and Technology Academy exists to empower students through a character-driven education that merges creativity, innovation, and leadership. Students will be encouraged to discover their voice, cultivate resilience, and use the arts and technology as tools to inspire change. Williams Arts and Technology Academy seeks to develop a generation of changemakers that can lead with integrity, think critically, and make meaningful contributions to their communities and the world.

Anti-Discrimination Policy

Williams Arts and Technology Academy is committed to providing an inclusive, equitable, and respectful learning environment for all students. The Academy does not discriminate in admission, participation, or access to any of its educational programs, services, or activities on the basis of race, color, religion, sex, gender, gender identity or expression, sexual orientation, national origin, ancestry, ethnicity, disability, age, or any other status protected under federal or state law. All students will be afforded equal opportunities to learn, grow, and fully participate in the academic, artistic, and technological experiences offered by the school.

Admission to Williams Arts and Technology Academy will be conducted in a fair and transparent manner consistent with state charter school regulations and applicable civil rights laws. No student will be denied admission or excluded from participation in school activities based on discriminatory factors. In the event that more students apply than space is available, Indiana law requires a lottery will be held.

Section 504 of the Rehabilitation Act of 1973

Williams Arts and Technology Academy (WATA) complies fully with Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. The Academy does not discriminate against individuals with disabilities in admission to its programs, services, or activities; in access to facilities and resources; in the treatment of individuals with disabilities; or in any aspect of its educational operations. Students with disabilities are entitled to equal access to educational opportunities and to participate fully in all academic, extracurricular, and school-sponsored activities.

In accordance with Section 504 requirements, Williams Arts and Technology Academy has the responsibility to identify, evaluate, and provide appropriate services to students who may have disabilities that substantially limit one or more major life activities. When a student is suspected of having a qualifying disability, the school will conduct an evaluation using multiple sources of information and in collaboration with parents or guardians. If a student is determined to be eligible under Section 504, the school will develop and implement a Section 504 Plan that outlines the accommodations, supports, and services necessary to ensure the student has equitable access to the educational program and learning environment.

Parents and guardians are important partners in this process and will be notified of their rights throughout the evaluation and planning procedures. If a parent or guardian disagrees with the identification, evaluation, or placement decisions made by the school's professional staff, they have the right to request a review or impartial due process hearing in accordance with Section 504 procedural safeguards.

Questions regarding Section 504 eligibility, accommodations, or procedural rights may be directed to the Executive Director or the designated Section 504 Coordinator for Williams Arts and Technology Academy, who serves as the primary contact for ensuring compliance and supporting families throughout the process.

School Hours, Communication, and Access to Learning

Williams Arts and Technology Academy (WATA) will operate Monday through Friday from 8:00 AM to 4:00 PM, except on national holidays, school-designated breaks, weather-related closures, natural disasters, or other emergencies that may require

the school to close or modify its schedule. Any changes to the regular operating schedule will be communicated to families and reflected on the official school calendar posted on the Academy's website. The school calendar will also include important dates such as instructional days, holidays, professional development days, and other scheduled school events.

While the regular school day is structured within these hours, the administrative team, faculty, and staff remain committed to supporting student learning and family engagement beyond the traditional school day when necessary. Teachers and administrators may schedule individual or small-group appointments before or after regular school hours to provide academic assistance, tutoring, advising, or conferences with students and families. These additional opportunities are designed to ensure that students receive the support needed to achieve academic success and to strengthen collaboration between the school and families.

To promote effective communication, parents and guardians will receive contact information for their child's teachers and the school's administrative personnel at the beginning of the school year or upon enrollment. This information will include school phone numbers and official email addresses to ensure families have direct and reliable access to school staff. Williams Arts and Technology Academy expects all personnel to maintain timely and professional communication with families. As a standard practice, all phone calls and emails from parents or guardians will be returned within 48 hours or less during the Monday through Friday workweek, excluding weekends, holidays, and school closures.

Because Williams Arts and Technology Academy incorporates innovative and technology-supported learning experiences, students may access their digital learning platforms and course materials at any time—24 hours a day, 7 days a week—throughout the academic school year. This extended access allows students to review instructional materials, complete assignments, and engage in learning opportunities beyond the traditional school day, promoting flexibility, personalized learning, and continuous academic engagement. WATA will operate a traditional school calendar with 180 official school days, with its offices

Attendance and Tardy Policy

Regular school attendance is required by Indiana law and is a critical factor in a student's academic success, personal development, and long-term achievement. Williams Arts and Technology Academy (WATA) believes that consistent attendance supports not only the mastery of academic content but also the development of important life skills such as responsibility, punctuality, perseverance, and collaboration. While reading assigned materials and completing assessments are important, they do not fully replace the learning that occurs through teacher instruction, classroom discussion, collaborative activities, guided practice, and supervised learning experiences. Each student also contributes to the learning environment of the classroom community; therefore, when a student is absent, both the student and their peers miss valuable opportunities for shared learning and engagement.

Research consistently demonstrates a strong relationship between regular attendance and educational achievement. Frequent absences interrupt the continuity of instruction, limit student participation in collaborative learning experiences, and may weaken a student's connection to the school community. For these reasons, Williams Arts and Technology Academy prioritizes regular attendance and works collaboratively with students, families, and school staff to support consistent participation in all scheduled classes and learning activities. Our goal is to ensure that students are able to grow socially, emotionally, and academically while developing habits that contribute to success in school and beyond.

Parents or legal guardians are responsible for notifying the school when a student will be absent. Families must contact the school by calling the attendance office on the day of the student's absence. Notification may be made as early as possible if the absence is known in advance. If the school does not receive a call or message by 9:00 a.m. on the day following the absence, the absence will be recorded as unexcused. A phone call is required for each day the student is absent, unless prior arrangements have been made with the school administration. When reporting an absence, parents or guardians should provide the following information: their name and relationship to the student, the student's full name (including spelling if necessary), the student's grade level, the date of the absence, and the reason for the absence.

Students who are absent from school must also submit a written excuse from a parent, guardian, or physician upon returning to school. When returning from an absence, students should report directly to their scheduled class. If there are any questions or concerns regarding the absence, school administration or attendance staff will follow up with the student and family. In situations where a student must leave the school building during the school day, the student must sign out through the administrative office before leaving campus and must sign back in upon returning to school or when arriving after the school day has begun, even if the arrival or departure occurs during a passing period. Failure to properly sign in or sign out may result in the absence being marked as unexcused and may lead to disciplinary consequences in accordance with the school's policies.

Williams Arts and Technology Academy believes that students, families, and the school share responsibility for ensuring regular attendance. Students are encouraged to practice self-discipline and accountability within the framework of the school's attendance expectations. School administration reserves the right to verify the validity of absence documentation and to investigate patterns of single or prolonged absences when necessary. In accordance with Indiana compulsory attendance laws, the school is required to monitor attendance closely and report significant attendance concerns to appropriate authorities, including the juvenile court system, when required. A court officer may then follow established procedures to ensure that students attend school regularly.

If a student is absent and the school has not received notification from a parent or guardian, the school will attempt to contact the family by telephone or written communication to confirm the reason for the absence and ensure the student's safety. All absences and tardies are considered unexcused unless a phone call or written notification from the parent or guardian is received by the attendance office. Through consistent communication, shared accountability, and proactive support, Williams Arts and Technology Academy seeks to ensure that every student maintains regular attendance and remains fully engaged in the learning process.

Excused and Unexcused Absences

Williams Arts and Technology Academy (WATA) recognizes that certain circumstances may require students to be absent from school and therefore distinguishes between excused and unexcused absences in accordance with Indiana compulsory attendance laws and the school's local attendance policy. Excused absences are defined as absences that the school corporation considers legitimate and unavoidable, and therefore acceptable within the framework of school attendance expectations. These absences occur for valid reasons that prevent a student from attending school but are supported by appropriate communication or documentation from a parent, guardian, or authorized professional.

Examples of excused absences include, but are not limited to: illness verified by a written note from a parent or guardian; illness or medical appointments verified by documentation from a licensed healthcare provider; attendance at a family funeral or bereavement-related event; and absences related to the deployment, return, or reintegration of a parent or guardian serving in the military for families connected to active duty service. In these circumstances, parents or guardians should notify the school as soon as possible and provide appropriate written documentation when the student returns to school. When an absence is classified as excused, the student will be provided a reasonable opportunity to make up missed assignments, assessments, and instructional activities within a timeframe determined by the teacher or school administration.

An unexcused absence is defined as any absence that does not meet the criteria for excused absences or that occurs without appropriate notification or documentation from a parent or guardian. Unexcused absences may include, but are not limited to, skipping school, leaving school without permission, oversleeping, failure to report an absence to the attendance office, or other reasons not recognized as legitimate under the school's attendance policy. Repeated unexcused absences may result in disciplinary consequences, academic impact due to missed instruction, and possible intervention from school administration to address attendance concerns.

Williams Arts and Technology Academy is committed to working collaboratively with students and families to promote consistent attendance and early intervention when attendance concerns arise. The school encourages families to communicate promptly with the administrator's office regarding any circumstances that may affect

a student's ability to attend school regularly so that appropriate support and guidance can be provided.

Tardy to School and Class Policy

Williams Arts and Technology Academy (WATA) recognizes that punctuality is an essential life skill that supports academic success, responsibility, and respect for the learning environment. Students are expected to arrive at school on time and be present in their homeroom at the beginning of the instructional day. If a student arrives at school and reports to their homeroom after 8:50 AM, the student will be considered tardy to school. In such cases, the student must report to the main office to obtain a tardy pass before being permitted to enter the classroom. This procedure ensures that the student's arrival is properly recorded and that accurate attendance documentation is maintained.

Students who arrive late to school must provide a written excuse from a parent or guardian upon arrival explaining the reason for the tardiness. A student who arrives after the official start of the school day but before 10:00 AM will be recorded as tardy to school. If a student arrives after 10:00 AM, the student will be recorded as having a half-day absence in accordance with the school's attendance policy. These procedures help ensure that attendance records accurately reflect the amount of instructional time missed.

Williams Arts and Technology Academy will monitor and track student tardiness on a quarterly basis. Students who demonstrate patterns of excessive tardiness may be subject to progressive disciplinary action consistent with the school's student conduct and attendance policies. Interventions may include communication with parents or guardians, conferences with school staff, and the implementation of support strategies to address underlying causes of tardiness. The school encourages families and students to work collaboratively with school staff to ensure that students arrive at school and class on time, prepared to fully engage in the learning process.

Tardy Progression

1st Offense	Warning
2nd Offense	Warning
3rd Offense	Lunch Detention and Call Home
4th Offense	Parent/Guardian Conference
5th Offense	Parent/Guardian Conference with Attendance Contract
6th Offense	Referral to Multi-Tiered Systems of Support (MTSS) team for formal attendance intervention plan, which may include daily check-ins, mentoring, or a behavior intervention plan (BIP)

School Hours 2026-2027**8:30 AM – 9:00 AM****Arrival****9:00 AM****9:20 AM –****Announcements/Morning Circles****9:20 AM****9:45 AM –****Collaborative Experiences****9:45 AM****10:00 AM –****Brain Connections****10:00 AM****10:30 AM –****Science of Reading****10:30 AM****11:15AM – ELA/Integration of Arts and Music****11:15 AM****11:45 AM****Lunch****11:45 AM****12:45 PM –**

Collaborative groups/Interventions/Integration of the Arts and Technology**12:45 PM****1:20 PM –****Play Integration****1:20 PM****3:15 PM –****Math and Focused Content Areas with the Integration of the Arts and Technology****3:15 PM****3:30 PM –****Dismissal****Family Educational Rights and Privacy Act (FERPA)**

Williams Arts and Technology Academy (WATA) complies fully with the Family Educational Rights and Privacy Act (FERPA) of 1974, a federal law designed to protect the privacy of student education records and to provide parents and eligible students with certain rights regarding access to those records. Under FERPA, parents or legal guardians of students who are currently enrolled and under the age of 18 have the right to inspect and review their child's educational records maintained by the school. Requests to review educational records should be submitted to the school administration in writing, and the school will provide access within the timeframe required by law. Parents and guardians also have the right to request the amendment of their child's educational records if they believe that information contained in the records is inaccurate, misleading, or otherwise in violation of the student's privacy or educational rights. If the school decides not to amend the record as requested,

parents or guardians will be notified of their right to a formal hearing to challenge the decision.

FERPA further provides parents and guardians with the right to consent to the disclosure of personally identifiable information contained in their child's education records, except in cases where federal law permits disclosure without consent. Such exceptions may include disclosure to authorized school officials with legitimate educational interests, transfer of records to another school where the student seeks or intends to enroll, or disclosure required under certain legal or regulatory circumstances. Parents and guardians also have the right to file a complaint with the U.S. Department of Education if they believe the school has failed to comply with FERPA requirements related to the protection and management of student records.

In accordance with federal and state privacy laws, when a student reaches the age of 18 or enrolls in a postsecondary institution, certain FERPA rights transfer from the parent or guardian to the student, who is then considered an eligible student under the law. At Williams Arts and Technology Academy, no staff member or representative of the school is authorized to release confidential student information without the written consent of the student's parent or legal guardian, unless disclosure is permitted under FERPA guidelines. In addition, the school respects the privacy and protection of student identity and will not publish or distribute student names, photographs, images, video recordings, or other identifying information in print materials, media, or on the school's public website without prior written consent from the student and the student's parent or guardian. Through these policies, Williams Arts and Technology Academy ensures that student records are maintained with the highest level of confidentiality, integrity, and respect for the rights of students and families.

Special Education and Services for Students Experiencing Homelessness

Williams Arts and Technology Academy (WATA) is committed to providing a high-quality, inclusive educational environment that meets the needs of all students, including those with disabilities, in accordance with applicable federal and state laws. The Academy complies with the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation

Act of 1973, and all relevant Indiana state regulations governing special education. Students who are suspected of having a disability may be referred for evaluation through established school procedures. A comprehensive evaluation will be conducted by qualified professionals to determine eligibility for special education services and related supports. If a student is found eligible, the school will collaborate with parents or guardians and appropriate staff to develop an Individualized Education Program (IEP) or appropriate accommodation plan that outlines the specialized instruction, services, and supports necessary to ensure the student receives a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Parent and guardian participation is an essential component of the special education process. Families are actively involved in each stage of identification, evaluation, eligibility determination, and the development and review of educational plans. The school encourages parents or guardians who have concerns about their child's development or learning to contact the school administration or special education staff to inquire about evaluation procedures, available programs, and support services. Williams Arts and Technology Academy is committed to ensuring that all students with disabilities receive the accommodations, resources, and instructional support necessary to fully participate in the academic and extracurricular life of the school.

In addition, Williams Arts and Technology Academy complies with the McKinney-Vento Homeless Assistance Act, which ensures that children and youth experiencing homelessness have equal access to a free and appropriate public education. Students who meet the federal definition of homelessness—including those who lack a fixed, regular, and adequate nighttime residence—will be provided the same educational opportunities and services as all other students. Homeless students will not be stigmatized, segregated, or discriminated against due to their housing status. Instead, they will be enrolled in and allowed to attend the school that serves the geographic area in which they are currently residing or the school of origin when appropriate. The Academy will establish safeguards and support systems to ensure that students experiencing homelessness receive necessary services, including assistance with enrollment, transportation coordination when applicable, and access to academic and social-emotional supports. Through these efforts, Williams

Arts and Technology Academy strives to ensure equitable access to education for every student, regardless of disability status or housing circumstances.

Least Restrictive Environment (LRE)

Williams Arts and Technology Academy (WATA) is committed to educating students with disabilities in the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA) and applicable Indiana special education regulations. The school recognizes that students with disabilities benefit academically, socially, and emotionally when they are educated alongside their nondisabled peers to the greatest extent appropriate. Therefore, the Academy will ensure that students with disabilities are included in the general education setting and school community whenever possible, with access to the same curriculum, activities, and learning opportunities as their peers.

In alignment with federal and state requirements, students with disabilities will only be removed from the general education classroom when the nature or severity of the disability prevents satisfactory progress within that setting, even when supplementary aids, services, accommodations, and instructional support have been provided. These supports may include specialized instruction, assistive technology, classroom accommodations, behavioral supports, co-teaching models, or other evidence-based interventions designed to help students succeed in the general education environment.

Placement decisions for students receiving special education services will be made by the student's Case Conference Committee (CCC), which includes qualified school personnel, special education professionals, and the student's parent or guardian. The committee will review evaluation data, academic progress, and the student's individual needs to determine the most appropriate educational placement and services. All decisions will be documented in the student's Individualized Education Program (IEP) and communicated through the required written notices to parents or guardians.

Williams Arts and Technology Academy ensures that placement decisions are individualized, data-informed, and based on the student's unique educational needs rather than the type of disability. The school remains committed to providing appropriate services and supports within the least restrictive setting possible so that

every student can participate meaningfully in the school community and reach their full academic potential.

Procedural Safeguards

Williams Arts and Technology Academy (WATA) is committed to protecting the rights of students with disabilities and their families by establishing and maintaining procedures that provide appropriate procedural safeguards in the delivery of special education services. In accordance with the Individuals with Disabilities Education Act (IDEA) and applicable Indiana state regulations, the school ensures that parents and guardians are fully informed of their rights throughout the special education process. Procedural safeguards are designed to guarantee transparency, fairness, and collaboration between families and the school when decisions are made regarding the identification, evaluation, placement, and provision of special education services for students with disabilities.

Parents and guardians will be provided with a Procedural Safeguards Notice at least once each school year, as well as at specific points during the special education process as required by law. These circumstances include, but are not limited to, the initial referral or request for a special education evaluation, the first formal complaint or request for a due process hearing filed during the school year, the date of any disciplinary action that results in a change of placement, and any time a parent or guardian requests a copy of the procedural safeguards. The notice outlines important rights available to parents and students, including the right to participate in meetings, examine educational records, request independent educational evaluations, receive prior written notice of school decisions, and seek mediation or due process hearings when disagreements arise.

Williams Arts and Technology Academy values meaningful parent engagement and collaboration in all aspects of special education decision-making. School staff will work to ensure that parents and guardians understand their rights and have access to the information necessary to advocate effectively for their child. Through these safeguards, the school ensures that special education services are delivered in a

manner that is equitable, legally compliant, and centered on the individual needs and rights of each student.

Transition Services

Williams Arts and Technology Academy (WATA) recognizes the importance of preparing students with disabilities for a successful transition from school to postsecondary education, employment, and independent adult living. In accordance with the Individuals with Disabilities Education Act (IDEA) and applicable Indiana special education regulations, transition planning must begin at the earliest age determined appropriate for the student. For each student with a disability, transition planning will begin no later than age 14, or earlier if the student's Individualized Education Program (IEP) Team determines that earlier planning is beneficial. At this stage, the student's IEP must include a clear statement of the student's transition service needs, with a focus on identifying an appropriate course of study that aligns with the student's strengths, interests, and postsecondary goals. This may include advanced academic coursework, career and technical education, vocational training, college preparation, community-based instruction, or intensive employment readiness activities.

Beginning at age 14 or earlier, the IEP team—including educators, special education staff, parents or guardians, and when appropriate the student will collaborate to establish measurable annual goals and transition-related services that support the student's movement through appropriate ages. Transition services may include instruction, career exploration, workplace readiness training, life skills development, and opportunities for participation in community experiences that build independence and self-advocacy. The purpose of this planning process is to ensure that students develop the knowledge, skills, and experiences necessary to pursue education success. Williams Arts and Technology Academy is committed to working in partnership with families, community agencies, and workforce partners to create individualized transition plans to the secondary level that empower students with disabilities to achieve their long-term goals and lead productive, fulfilling lives after graduation.

Article 7 – Discipline of Students with Disabilities

Williams Arts and Technology Academy (WATA) administers disciplinary procedures for students with disabilities in compliance with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1415 et seq., and Indiana’s special education regulations outlined in Article 7 (511 IAC 7). The school recognizes that students receiving special education services are entitled to specific protections and due process rights when disciplinary actions are considered. These protections ensure that disciplinary measures are implemented in a manner that respects the student’s rights while maintaining a safe and orderly learning environment for all members of the school community.

When disciplinary action involves a student with an Individualized Education Program (IEP) or a student receiving services under Section 504, the school will follow the procedural requirements established by IDEA and Article 7. These requirements include ensuring that students with disabilities are not removed from their educational placement for extended periods without appropriate review and consideration of the student’s disability and educational needs. If a disciplinary removal constitutes a change of placement, the student’s Case Conference Committee (CCC) will conduct a Manifestation Determination Review (MDR) within the legally required timeframe to determine whether the behavior in question was caused by, or had a direct and substantial relationship to, the student’s disability, or whether the behavior was the result of the school’s failure to implement the student’s IEP.

Williams Arts and Technology Academy will establish and maintain clear procedures and administrative guidelines to ensure that disciplinary actions involving students with disabilities are implemented consistently and in full compliance with federal and state law. These procedures will include appropriate documentation, parent notification, continued access to educational services during disciplinary removals when required, and collaboration with the student’s educational team to address behavioral needs through appropriate interventions and supports. Through these safeguards, the school remains committed to balancing student rights, educational access, and school safety while supporting the academic and behavioral success of all students.

Protocol and Steps for Special Education Evaluation

Williams Arts and Technology Academy (WATA) follows established procedures for identifying and evaluating students who may require special education services, in accordance with the Individuals with Disabilities Education Act (IDEA) and Indiana special education regulations. Referrals for special education evaluation may be initiated by licensed school personnel, parents or guardians, or other individuals who have knowledge of the student's educational performance. If a parent or guardian believes that their child may have a disability that is impacting the child's ability to learn or participate fully in the educational program, they may formally request that the school conduct an evaluation to determine whether the student qualifies as a child with a disability under IDEA and is therefore eligible to receive special education services and related supports.

When a referral is received, the school will begin a review process to gather relevant information about the student's academic, behavioral, and developmental performance. This process may include the collection and review of academic data, classroom performance records, behavioral observations, intervention results, and other educational documentation, as well as interviews or input from teachers, parents or guardians, and other school personnel. The purpose of this information-gathering process is to assist the school team in determining whether there is sufficient evidence to warrant a comprehensive evaluation for special education services.

If the review indicates that an evaluation is appropriate, the school will request written parental or guardian consent before any formal testing or assessment procedures begin. Once the school receives signed consent, the initial evaluation must be completed within 60 calendar days, as required by federal and state regulations. During this time, qualified professionals will conduct a comprehensive evaluation using multiple assessment tools and strategies to determine the student's strengths, areas of need, and eligibility for special education services.

Upon completion of the evaluation, a Case Conference Committee (CCC) meeting will be scheduled with the parent or guardian and relevant school personnel. During this meeting, the evaluation results will be reviewed and a written evaluation report

will be presented that describes the student's strengths, identified needs, and recommendations for instructional support or related services. If the student is found eligible for special education, the Case Conference Committee will work collaboratively with the parent or guardian to develop an Individualized Education Program (IEP) that outlines the student's goals, services, accommodations, and supports. Parents and guardians will receive a copy of the evaluation report along with a copy of their procedural safeguards and parental rights under IDEA.

Families who would like additional information about special education services, evaluation procedures, or support resources may contact the Indiana Department of Education. Williams Arts and Technology Academy is committed to working collaboratively with families to ensure that every student receives the support needed to succeed academically and personally.

Case Conference Committee (CCC)

Williams Arts and Technology Academy (WATA) utilizes the Case Conference Committee (CCC) process to develop, review, and revise the educational programs and services provided to students who are eligible for special education. This process ensures that each student with a disability receives individualized support designed to meet their unique learning needs in accordance with the Individuals with Disabilities Education Act (IDEA) and Indiana special education regulations. Through the Case Conference process, the student's educational team collaborates to review evaluation results, determine eligibility for services, establish measurable goals, and design an Individualized Education Program (IEP) that outlines the instructional strategies, accommodations, and related services necessary for the student to succeed.

Every student receiving special education services must have at least one Case Conference meeting within a twelve-month period to review the student's progress toward IEP goals and to determine whether revisions to services, supports, or educational placement are needed. Additional meetings may be scheduled as necessary if concerns arise or if a parent, guardian, or school personnel requests a review of the student's educational program. The Case Conference Committee must include specific members required by law to ensure informed decision-making. At a

minimum, the committee includes a Public Agency Representative, the student's Teacher of Record or Special Education Teacher, at least one General Education Teacher who is familiar with the student's participation in the general curriculum, and the student's parent or guardian. Parents may provide written consent to excuse a required team member when appropriate. Additional specialists may also participate when relevant to the student's needs, such as speech-language pathologists, occupational therapists (OT), physical therapists (PT), school psychologists, counselors, or other related service providers.

In addition to annual reviews, a reevaluation of the student's eligibility and educational needs must occur at least once every three years, unless both the parent or guardian and the public agency agree that a reevaluation is not necessary. This reevaluation helps ensure that the student's services remain appropriate and responsive to their evolving academic and developmental needs. Williams Arts and Technology Academy values the active participation of parents and guardians in the Case Conference process and encourages open collaboration to ensure that each student's educational plan reflects shared goals for academic growth, independence, and long-term success.

School Culture

Williams Arts and Technology Academy (WATA) is committed to cultivating a positive, inclusive, and student-centered school culture that promotes academic excellence, creativity, and personal growth. The success of the Academy's educational model is grounded in the belief that every student deserves access to high-quality instructional opportunities delivered through both in-person and technology-supported learning environments. Through a thoughtfully designed curriculum platform, the school provides instructional practices that emphasize individualized learning, mastery of essential skills, and meaningful engagement with the arts, technology, and core academic subjects. This approach allows educators to differentiate instruction, respond to the unique strengths and needs of each student, and support learners in reaching their highest potential.

At the heart of the school's culture is a strong commitment to collaboration, communication, and shared responsibility for student success. Continuous

communication among faculty, classroom teachers, administrators, parents, and students ensures that each learner receives the guidance, encouragement, and academic support necessary to thrive. Teachers work closely with students to monitor progress, provide timely feedback, and adjust instructional strategies to meet individual learning goals. Administrators and support staff partner with families to maintain open lines of communication, recognizing that strong family engagement plays a vital role in student achievement.

Williams Arts and Technology Academy strives to create a safe, respectful, and nurturing learning environment where students feel valued and empowered to take ownership of their learning. By fostering strong relationships among students, educators, and families, the school builds a community that supports not only academic growth but also the development of character, leadership, creativity, and critical thinking skills. Through this culture of collaboration and continuous improvement, the Academy ensures that every student is equipped with the tools and confidence needed to succeed in school and beyond.

Student Engagement Policy

Williams Arts and Technology Academy (WATA) expects all students to actively engage in their educational program through consistent attendance, participation in instructional activities, completion of assigned coursework, and communication with teachers and school staff. Student engagement is essential to academic success. Engagement may include attending scheduled classes, participating in discussions and collaborative activities, completing assignments and assessments, accessing resources through digital learning platforms, and maintaining regular communication with teachers.

If a student demonstrates a pattern of non-participation or lack of engagement that significantly interferes with their ability to benefit from the educational program, the school will take appropriate steps to address the situation and provide support. School personnel will first attempt to communicate with the student and parent or guardian to identify any barriers to participation and to offer assistance, guidance, or intervention strategies designed to help the student re-engage in the learning

process. These efforts may include academic support, counseling, schedule adjustments, or additional communication between teachers and families.

If a student continues to fail to participate despite these efforts, the school may initiate a withdrawal from enrollment in accordance with school policy and applicable regulations. Prior to any withdrawal action, the school will provide adequate written notice to both the student and the parent or guardian explaining the concerns related to participation and the potential consequences. The student and family will also be given an opportunity to respond and demonstrate whether the failure to participate is due to circumstances that would qualify as an excused absence or other legitimate hardship, such as illness, family emergency, or other documented situations. Williams Arts and Technology Academy is committed to working collaboratively with families to ensure that students remain engaged and supported; however, continued non-participation without valid justification may result in withdrawal in order to maintain accurate enrollment records and ensure that students are appropriately served within an educational setting that meets their needs.

Progress in the Student's Learning Environment

Williams Arts and Technology Academy (WATA) is committed to closely monitoring student learning and academic progress to ensure that every student receives the support necessary to succeed. Each student's progress will be carefully observed and evaluated by the assigned Classroom Teacher, who is responsible for monitoring the student's participation, assignment completion, assessment results, and overall engagement on a daily basis. This ongoing monitoring allows teachers to identify both areas of academic growth and areas where additional support or intervention may be needed.

To maintain strong communication and partnership with families, the Classroom Teacher will provide quarterly communication with students and their parents or guardians to review the student's attendance, academic progress, and performance across all courses. During these check-ins, teachers may share feedback regarding assignments, assessment results, and participation, while also discussing strategies that can help the student improve or maintain academic success. These

conversations provide an opportunity to address concerns early, celebrate progress, and ensure that families remain actively involved in supporting the student's learning.

If a student is experiencing academic difficulty, demonstrating inconsistent engagement, or encountering other challenges that may affect their performance, teachers and school staff may increase the frequency of communication and support to better meet the student's needs. Additional interventions may include individualized academic assistance, tutoring, adjusted learning strategies, goal-setting sessions, or collaboration with counselors and administrators. Through continuous monitoring, proactive communication, and collaborative problem-solving with families, Williams Arts and Technology Academy strives to create a supportive learning environment where every student has the opportunity to make steady progress toward mastery of course content and achievement of their educational goals.

Plagiarism and Academic Honesty

Williams Arts and Technology Academy (WATA) is committed to maintaining a positive, respectful, and intellectually honest learning environment for all students, faculty, and staff. Academic integrity is a fundamental expectation of the school community and is essential to ensuring that learning reflects a student's genuine effort, understanding, and achievement. Students are expected to demonstrate honesty in all academic work and to submit assignments, projects, assessments, and other coursework that represent their own original thinking and effort. Respect for the work and ideas of others is a core principle of academic responsibility and supports the development of ethical scholarship and character.

Plagiarism, cheating, and other forms of academic dishonesty undermine the learning process and are not acceptable at Williams Arts and Technology Academy. Plagiarism occurs when a student presents another person's ideas, words, research, or creative work as their own without giving proper credit. This may include copying text from books, websites, or other sources without citation; submitting work completed by another person; using unauthorized materials during assessments; or collaborating inappropriately on assignments intended to be completed individually. Students are responsible for understanding what behaviors constitute plagiarism or

cheating and for ensuring that all sources used in their work are properly acknowledged through appropriate citation practices.

Teachers will provide guidance to help students develop responsible writing habits, including instruction on how to reference sources correctly and how to use information ethically in academic work. When concerns about plagiarism or academic dishonesty arise, the school will address the situation in accordance with established disciplinary procedures. Consequences may include redoing the assignment, receiving a reduced or failing grade for the work, or additional disciplinary action depending on the severity and frequency of the violation. Through clear expectations and consistent guidance, Williams Arts and Technology Academy seeks to foster a culture of integrity, accountability, and respect for intellectual work, preparing students to uphold high ethical standards in their academic and professional futures.

AI USE POLICY

Ethical Use of Artificial Intelligence (AI)

Williams Arts and Technology Academy (WATA) recognizes that emerging technologies, including artificial intelligence (AI) tools, can serve as valuable resources for learning, research, and skill development when used responsibly. Students are expected to use AI technologies in a manner that reflects academic integrity, transparency, and responsible digital citizenship. AI tools may be used to support learning activities such as brainstorming ideas, generating outlines, clarifying concepts, organizing information, or assisting with study preparation, provided that such use aligns with teacher guidance and course expectations. These tools should enhance a student's learning process rather than replace the student's own thinking, analysis, and creativity.

While AI may serve as a supportive resource, all final assignments, written responses, projects, and assessments must ultimately reflect the student's own understanding, voice, and original work. Students are responsible for ensuring that the content they submit demonstrates their personal comprehension of the subject matter and their ability to apply knowledge independently. Submitting content that is generated entirely or substantially by artificial intelligence tools and presenting it as

original student work without explicit teacher permission or proper acknowledgment constitutes a violation of the school's academic honesty policy.

Teachers may provide specific guidelines regarding the appropriate use of AI tools for particular assignments or courses. Students are expected to follow these guidelines and to be transparent about any permitted use of AI assistance. Failure to adhere to these expectations may be considered academic dishonesty and may result in disciplinary consequences consistent with the school's plagiarism and academic integrity policies. Through responsible use of technology, Williams Arts and Technology Academy encourages students to develop critical thinking skills, ethical decision-making, and the digital literacy necessary to navigate an increasingly technology-driven world.

Acceptable Uses of Artificial Intelligence (AI)

Williams Arts and Technology Academy (WATA) encourages students to use technology responsibly to enhance learning while maintaining high standards of academic integrity. Artificial intelligence (AI) tools may be used as supportive resources when they assist students in developing their own ideas and improving their work without replacing the student's original thinking. Acceptable uses of AI include brainstorming ideas to help generate topics or approaches to assignments, proofreading or grammar assistance to improve clarity, spelling, and sentence structure, and organizing outlines or structuring ideas when properly acknowledged. When using AI tools in these ways, students must ensure that the final work reflects their own understanding, voice, and intellectual effort. Any AI assistance used in preparing assignments should be transparent and may require acknowledgment if specified by the teacher. AI tools should serve as a learning aid rather than a substitute for independent thinking, research, and writing, and students are expected to follow all teacher guidelines regarding appropriate use of these technologies in coursework.

Unacceptable Uses of Artificial Intelligence (AI)

Williams Arts and Technology Academy (WATA) maintains clear expectations regarding the responsible use of artificial intelligence in academic work. While AI tools may be used in limited ways to support learning, certain uses are considered inappropriate and violate the school's standards for academic integrity.

Unacceptable uses include copying and pasting AI-generated responses or content and submitting them as a student's final work, as well as using AI tools to complete assignments, projects, essays, or assessments without explicit permission from the teacher. These actions misrepresent a student's own understanding and effort and undermine the purpose of academic learning and evaluation.

Students are expected to demonstrate their knowledge, skills, and critical thinking through their own work. AI tools should not replace the student's independent thinking, research, or writing process. When AI-generated content is submitted as original student work without disclosure or authorization, it constitutes academic dishonesty. Any violations of this policy will be addressed in accordance with the school's Plagiarism and Academic Honesty Policy, which may include academic consequences, disciplinary action, or additional corrective measures depending on the severity and frequency of the violation. Through these expectations, Williams Arts and Technology Academy seeks to promote ethical technology use while preparing students to engage responsibly with emerging digital tools.

Consequences for Plagiarism

Major Infractions of Plagiarism and Academic Dishonesty

Williams Arts and Technology Academy (WATA) considers major violations of academic integrity to be serious offenses that undermine the integrity of the educational process and the trust within the school community. Major infractions include actions such as copying substantial portions or entire assignments from another student and presenting them as one's own work, hiring or allowing another individual to complete academic work on the student's behalf, using or distributing unauthorized answer keys, or submitting work obtained from external sources as original work. When a first-time serious infraction occurs, the student may be required to complete the assignment again using original work and proper academic practices. If the assignment is re-submitted within the timeframe established by the

teacher and demonstrates satisfactory effort and understanding, the student may receive up to 50% of the assignment's total credit, depending on the quality of the revised work.

However, additional serious infractions or repeated minor violations of the academic honesty policy will result in more significant consequences. In these situations, the student will receive a grade of zero (0) for the assignment, and further disciplinary measures may be implemented in accordance with school policies. In cases involving repeated or severe violations of academic integrity, the student may be assigned a failing grade for the content submitted. In particularly extreme cases—such as ongoing academic dishonesty, deliberate fraud, or actions that significantly compromise the academic standards of the school—the student may face additional disciplinary action, including possible dismissal from Williams Arts and Technology Academy. These expectations are designed to reinforce the importance of honesty, responsibility, and ethical behavior while maintaining the integrity of the school's academic program.

Academic Review Status (ARS) – First ARS Letter Definition

Williams Arts and Technology Academy (WATA) monitors student academic performance to ensure that all students are progressing toward mastery of course requirements. When a student's academic performance falls below expected standards, the student may be placed on Academic Review Status (ARS) as an early intervention measure designed to provide support and encourage improvement. Students who are placed on ARS will receive a First Academic Review Status (ARS) Letter, which serves as a formal notification to both the student and the student's parent or guardian that academic concerns have been identified. This letter will be generated by the WATA's Administrative Office and sent to the student's family via certified mail to ensure proper documentation and communication.

The school will maintain a record of this notification by indicating on the ARS Student Roster the date on which the letter was mailed to the student and family. Upon receiving the First ARS Letter, parents or guardians are expected to notify the student's Classroom Teacher by the date specified in the letter to confirm that the notice has been received and acknowledged as the student's first academic warning.

Following this acknowledgment, the Classroom Teacher, student, and parent or guardian will schedule a conference to review the student's current academic standing and to develop or revise a Student Success Plan. This plan is intended to identify strategies, supports, and expectations that will help the student improve academic performance and remain accountable for completing coursework and meeting learning goals.

If the student and parent or guardian do not contact the Classroom Teacher by the specified date listed in the ARS letter, the WATA's Administrative Office will issue a follow-up certified letter to ensure that the family receives formal notice of the student's academic status and the need for immediate intervention. Through the Academic Review Status process, Williams Arts and Technology Academy seeks to promote early communication, collaborative problem-solving, and targeted support to help students regain academic progress and achieve success in their coursework.

Academic Review Status (ARS) – Second ARS Letter Definition

Williams Arts and Technology Academy (WATA) implements a structured Academic Review Status (ARS) process to support students who are experiencing ongoing academic challenges. If a student who has previously received a First Academic Review Status Letter does not demonstrate sufficient improvement in academic performance, the student may be referred for a Second Academic Review Status (ARS) Letter upon the recommendation of the student's Classroom Teacher. This second notice serves as a more formal intervention to alert the student and parent or guardian that the student's academic progress remains below expectations and that additional action is required to address the concern. The Second ARS Letter will be generated by the WATA Administrative Office and sent to the student's family via certified mail to ensure proper documentation and receipt of the notification.

The school will maintain accurate records of the notification by documenting on the ARS Student Roster the date on which the Second ARS Letter was mailed to the student and family. Upon receiving this letter, parents or guardians are expected to contact the student's Classroom Teacher by the date specified in the letter to acknowledge receipt of the notification and to discuss the student's current academic standing. Following this acknowledgment, the Classroom Teacher,

student, and parent or guardian will schedule a conference to review and modify the student's Student Support Plan. During this meeting, the team will identify specific strategies, interventions, and accountability measures designed to improve the student's academic performance and ensure consistent engagement with coursework and instructional expectations.

The purpose of the Second ARS Letter is to strengthen communication between the school and the family while providing additional academic guidance and structured support for the student. Through collaborative planning and increased monitoring of academic progress, Williams Arts and Technology Academy seeks to help the student regain academic stability and successfully meet the expectations of the school's instructional program.

Mastery-Based Assessment Policy

Williams Arts and Technology Academy (WATA) uses a mastery-based approach to assessment to ensure that student learning reflects meaningful understanding and the development of essential skills rather than simply the accumulation of points or traditional letter grades. The school believes that assessment should focus on a student's demonstrated level of mastery of academic standards, competencies, and learning objectives over time. Instead of relying solely on traditional grading systems, teachers evaluate student performance based on the extent to which students have mastered the knowledge and skills associated with each course or subject area. Student progress is reviewed regularly during instructional periods, including quarterly progress reviews and end-of-semester evaluations, to ensure that learners are advancing toward proficiency in the required standards.

Within this mastery framework, student performance is generally described through levels of demonstrated proficiency. Students who consistently demonstrate a high level of mastery and independent application of standards may be recognized at an advanced mastery level, comparable to the highest level of achievement. Students who show solid and consistent mastery of the required learning standards meet expectations for course completion. Students who demonstrate developing mastery may require additional practice, support, or instructional guidance to strengthen their understanding of key concepts. When students have not yet demonstrated

sufficient mastery of the required standards, they may be required to complete additional learning activities, revisions, or reassessments before shifting to the next standard. In cases where mastery has not been demonstrated by the end of the evaluation period, the student may receive an Incomplete, indicating that additional work is required to achieve mastery.

This mastery-based system encourages students to focus on deep learning, continuous improvement, and personal accountability rather than simply striving for numerical scores. Teachers provide ongoing feedback, opportunities for revision, and targeted instructional support so that students can strengthen their understanding and ultimately achieve mastery of course standards. Through this approach, Williams Arts and Technology Academy seeks to promote academic excellence, persistence, and meaningful learning experiences that prepare students for success in higher education, careers, and lifelong learning.

Withdrawing from School

Williams Arts and Technology Academy (WATA) requires that all student withdrawals be completed through an official process to ensure accurate enrollment records, proper transfer of educational documents, and the return of school property. If a parent or guardian decides to withdraw a student from the school, the parent or guardian must first notify the school administrator of their intent to withdraw the student. Following this notification, the school's Administrative Secretary will provide the parent or guardian with the official Withdrawal Paperwork, which must be completed, signed, and returned to the school office to initiate the formal withdrawal process.

As part of the withdrawal procedure, all school-issued property, including Chromebook devices and related equipment, must be returned to the school, and any outstanding financial obligations or fees associated with school materials or services must be resolved. These steps help ensure that all school resources are accounted for and that the student's educational record is properly finalized. Once these requirements have been satisfied, the school will prepare the necessary documentation for the student's next school placement and coordinate the transfer of records as requested by the receiving school.

In addition, the school's Administrative Secretary will conduct a follow-up Exit Interview with the student and parent or guardian when possible. The purpose of this conversation is to gather feedback regarding the student's experience at Williams Arts and Technology Academy and to ensure that the transition to the next educational setting is as smooth as possible. Official documents and student records will be released to the receiving school in accordance with state and federal regulations governing student records and transfers once the withdrawal process is complete. Through these procedures, Williams Arts and Technology Academy seeks to maintain accurate records while supporting families during the transition to another educational program.

Student Discipline

School Safety, Conduct, and Student Behavior Expectations

Williams Arts and Technology Academy (WATA) is committed to providing a safe, respectful, and orderly learning environment that protects the health, safety, and well-being of all students, faculty, and staff. The school's mission is grounded in a vision of delivering student-centered services in a professional and compassionate manner, supported by highly trained and dedicated educators who work collaboratively to implement individualized educational strategies that empower each student to achieve academic success and personal growth. Maintaining a safe and supportive environment requires the shared responsibility of students, families, administrators, faculty, and staff to uphold the values and expectations that guide the school community.

Because students regularly interact with their peers, families, and school personnel through classroom instruction, school activities, and school-sponsored events, all students are expected to conduct themselves in an appropriate and respectful manner while on school property, attending school functions, or interacting with school personnel. Appropriate behavior includes respectful language, appropriate dress, positive non-verbal communication, and adherence to all school policies and expectations. At the foundation of the school's culture is the belief that mutual respect, responsibility, and integrity are essential to creating a learning environment where all individuals feel valued and supported.

To maintain this environment, the school promotes positive behavior and addresses misconduct when it occurs. Williams Arts and Technology Academy's approach to discipline is consistent with guidelines established by the Indiana Department of Education. Students who engage in behavior that is disruptive to the educational process or that presents a danger to themselves or others may be subject to immediate disciplinary action, which may include suspension, removal from class, or dismissal from the school, depending on the severity of the behavior.

Proactive efforts with early intervention training help ensure that students receive guidance and support while maintaining a safe learning environment for all members of the school community. Students who receive special education services will be disciplined in accordance with federal and state special education laws, including the Individuals with Disabilities Education Act (IDEA), and consistent with the Behavior Intervention Plan (BIP) or provisions outlined in their Individualized Education Program (IEP) when applicable. Through these practices, Williams Arts and Technology Academy seeks to maintain a respectful and structured school culture that promotes safety, accountability, and positive student development.

Code of Conduct

Williams Arts and Technology Academy (WATA) is committed to maintaining a safe, respectful, and orderly learning environment that supports effective teaching and learning. To ensure that the educational process can occur in a positive and productive atmosphere, all students are expected to conduct themselves in a manner that reflects respect for others, responsibility for their actions, and adherence to school policies. The Code of Conduct establishes clear expectations for student behavior and outlines procedures for addressing misconduct when it occurs. Violations of the Code of Conduct may be classified as minor, major, severe, or severe major offenses, depending on the nature and seriousness of the behavior. These classifications allow school administrators to respond appropriately and consistently while considering the circumstances of each situation.

When a violation occurs, the school may implement a range of progressive disciplinary consequences designed to address the behavior, reinforce accountability, and support positive behavioral change. Consequences may include,

but are not limited to, lunch detention, after-school detention, loss of school privileges, community service assignments, In-School Restriction (ISR), restorative conferences, Out-of-School Suspension (OSS), referral for expulsion, referral to the juvenile court system when appropriate, compensatory payment for damages to school property, loss of academic credit for specific assignments, or other corrective measures deemed appropriate to the situation. Whenever possible, disciplinary actions will be implemented in collaboration with parents or guardians, teachers, and school administrators to ensure that responses are fair, educational, and supportive of student growth.

In situations involving serious or unlawful behavior, Williams Arts and Technology Academy may work collaboratively with local authorities and law enforcement agencies to ensure the safety of the school community and compliance with applicable laws. Through the consistent implementation of this Code of Conduct, the school seeks to promote responsible behavior, protect the learning environment, and encourage students to develop the character and self-discipline necessary for success in school and beyond.

Williams Arts and Technology Academy's Equitable Code of Conduct and Discipline Plan

Infraction Level	Sample Behaviors	Progressive and Restorative Responses
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<p>Minor</p>	<ul style="list-style-type: none"> • Failure to follow classroom rules and procedures established by the teacher • Inappropriate/Disruptive behavior • Tardiness • Loitering • Public Display of Affection • Profanity • Dress Code • Cafeteria misbehavior • Inappropriate Language • Use/Misuse of equipment including electronics • Any other rules that may be established from time to time by the Board of Education (IATS Board of Directors), Executive Director or principal 	<ul style="list-style-type: none"> • Verbal redirection • Reteach expectations • Parent contact • Student/Administrator Conference • Reflection sheet • Seat Change or proximity adjustments • Restorative Circle
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<p>Major</p>	<ul style="list-style-type: none"> • False identification, cheating, forgery, plagiarism • Failure to serve detention • Profanity directed at an adult • Insubordination • Unauthorized use of equipment including electronics • Trespassing • Damage of school or private property • Leaving school without permission • Harassment/Bullying • Bus misconduct as determined by the principal or designee. • Multiple violations of minor violations • Any other rules that may be established from time to time by the WATA Board of Directors, Executive Director, or principal/designee 	<ul style="list-style-type: none"> • Administrator referral • Restorative conference • Behavior contract • Counseling referral • Detention or In-School Restriction
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<p>Severe</p>	<ul style="list-style-type: none"> • Vandalism/Destruction of school or private property • Theft/Extortion • Harassment/Bullying • Any action which could or does cause physical harm to property or person • Possession of tobacco, e-Cigarette, vaping, or look-alikes • Physical fighting • Inciting or participating in an activity that causes disruption to the school day. • Unauthorized use, misuse, or abuse of computers/technology which may result in disruption of school, theft, harassment, damage to property, obscenity or other negative impact on school and persons. • Removal from ISR • Hazing or degrading behaviors <p>Threats</p> <ul style="list-style-type: none"> • Profanity, obscene language, or gestures directed toward an adult. • Possession or use of a device or item which could or has caused a disruption. • Direct defiance of any reasonable direction given by any school staff 	<ul style="list-style-type: none"> • Behavior Intervention Plan • In-school Restrictions • Out-of-school suspension with reentry meeting • Law enforcement, if required • Restorative circle
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	<ul style="list-style-type: none"> • Multiple violations of major violations • Any other rules that may be established from time to time by the IATS Board of Directors, Executive Director, or principal/designee 	
<p>Severe Major</p>	<ul style="list-style-type: none"> • Any conduct which violates federal, state, and/or local law • Any action which incites panic, creates a major disruption, and/or impacts the normal operation of the school day • Assault and Battery which causes injury requiring medical treatment • Possession of any weapon, firearm, potential weapon, dangerous object, knife chemical sprays, explosives, and such 	<ul style="list-style-type: none"> • Immediate administrative referral • Long-term suspension or expulsion consideration • Threat assessment if necessary

	<ul style="list-style-type: none"> • Possession of narcotics, alcoholic beverages, drugs, or look-alikes • Breaking and entering • Harassment/Bullying 	<ul style="list-style-type: none"> • Parent and reentry planning meeting • Law enforcement collaboration
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<ul style="list-style-type: none"> • Gambling • Multiple violations of severe violations • Any other rules that may be established from time to time by the IATS Board of Directors, Executive Director, or principal/designee
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Scope of Policy

The Code of Conduct and discipline policies of Williams Arts and Technology Academy (WATA) apply to all students and are intended to ensure a safe, respectful, and orderly educational environment across all school-related settings. This policy applies to student behavior on school property during regular school hours, immediately before or after school hours, and while participating in any school-sponsored activity or function. The policy remains in effect whenever school facilities are being used by a school-sponsored group, regardless of the time of day, ensuring that the same expectations for behavior are upheld during extracurricular activities, meetings, and other school-related gatherings.

In addition, this policy extends to off-campus locations where students are participating in school-sponsored events, field trips, athletic competitions, or other

official school functions. Students are expected to represent the school responsibly and adhere to school conduct standards whenever they are involved in activities organized, supervised, or supported by the school. The policy also applies when students are transported in private vehicles used for school-related purposes, when such transportation is part of an approved school activity.

Furthermore, the policy addresses complicity in violations, meaning that students who knowingly assist, encourage, or participate in actions that violate school rules or applicable laws may also be subject to disciplinary consequences. This applies regardless of whether the act of complicity occurs on school property or during a school-sponsored event or activity. Through this comprehensive scope, Williams Arts and Technology Academy seeks to promote consistent behavioral expectations and ensure that all members of the school community uphold standards of safety, respect, responsibility, and accountability in every school-related setting.

DESCRIPTION OF VIOLATIONS DEFINITIONS

The following definitions describe behaviors that violate the Williams Arts and Technology Academy (WATA) Code of Conduct. These definitions are intended to clarify expectations and provide guidance regarding behaviors that may result in disciplinary action. The severity of consequences will vary depending on the seriousness of the violation, the frequency of the behavior, and the impact on the school community.

1. Disruption of School or School Activities

Students shall not disrupt or interfere with the educational process through physical actions, verbal conduct, insubordination, or repeated acts of misbehavior. Disruptive behavior includes any activity that interferes with teaching, learning, or the rights of others while at school, participating in extracurricular activities, or attending school-sponsored functions. All students are expected to contribute to an environment that supports learning. Consequences will be assigned progressively depending on the severity and frequency of the behavior.

2. Harassment

Students shall not intimidate, threaten, or harass others through violence, fear, hazing, coercion, threats, or other related behaviors. Harassment based on race, national origin, ancestry, religion, citizenship status, sex, economic status, age, disability, or any other personal characteristic is strictly prohibited. This policy also includes acts of sexual harassment involving students or school employees. Refer to the school's Harassment Policy for additional details.

3. Destruction, Damage, or Misuse of School or Private Property

Students are expected to respect school property as well as the property of other students, staff, and visitors. Students must also respect the property of organizations or individuals when participating in WATA-sponsored activities off campus. Students shall not intentionally damage, deface, or misuse school or private property. Unauthorized use or modification of computers or electronic devices, including installing software or altering system settings, is prohibited. Refer to the Acceptable Use Policy for additional technology guidelines.

4. Fighting, Assault, or Threats

Students shall not verbally abuse, threaten, intimidate, or physically attack any individual. Any form of physical aggression, threat of violence, or intimidation directed toward another person is prohibited.

5. Firearms or Knives

Students shall not possess, handle, conceal, transmit, sell, distribute, or use a firearm or knife on school property, in a school vehicle, or at any school-sponsored activity or function without prior administrative authorization (e.g., a theatrical prop or educational display). Possession of a counterfeit firearm or knife is also considered a violation.

6. Dangerous Weapons, Instruments, or Objects

Students shall not possess, handle, conceal, transmit, sell, distribute, or use any object or substance capable of causing harm or intended to function as a weapon. Possession of cigarette lighters, dangerous instruments, or counterfeit weapons is also prohibited.

7. Narcotics, Alcoholic Beverages, Drugs, or Look-Alikes

Students shall not possess, use, distribute, sell, or be under the influence of alcoholic beverages, controlled substances, counterfeit drugs, or any substance that alters physical or mental functioning. Possession of drug paraphernalia is also prohibited. This section does not apply to prescription medication taken under the written authorization of a licensed physician and reported to school administration.

8. Possession or Use of Tobacco or Vaping Products

Students shall not possess, use, sell, distribute, or conceal tobacco products, e-cigarettes, vaping devices, or similar products, including look-alike items.

9. Inappropriate Language, Profanity, or Obscenity

Students are expected to use respectful and appropriate language at all times. The use of profanity, obscene gestures, offensive language, or behavior intended to embarrass, humiliate, or disrupt others is prohibited. This includes the creation or distribution of obscene or profane literature or images.

10. Truancy and Tardiness

Students are expected to attend school regularly and arrive on time unless legally excused. Unexcused absences from school, class periods, or assigned activities constitute truancy. Repeated tardiness may be considered insubordination. Students are subject to Indiana compulsory attendance laws. Refer to the Attendance Policy for additional details.

11. Failure to Serve Detention

Students assigned detention must report at the scheduled time, remain for the full duration, and follow all guidelines provided by supervising staff.

12. Insubordination

Students must comply with the directions of authorized school personnel, at all times, while under school supervision. Insubordination includes refusal to follow directives, repeated rule violations, or dishonesty toward school personnel.

13. Inappropriate Behavior

Students are expected to follow school rules, respect the rights of others, and resolve conflicts in constructive ways. Inappropriate behavior includes actions that disrupt teaching, learning, or another individual's rights, including violations of classroom procedures, hallway or cafeteria misconduct, or public displays of affection.

14. Inappropriate Dress

Students may express their individuality through dress; however, attire that interferes with health, safety, or the learning environment is not permitted. Clothing that causes undue attention, disrupts instruction, or violates school standards is prohibited. Refer to the Dress Code Policy for specific guidelines.

15. Theft

Students shall not take or attempt to take school property or the personal property of others. Possessing or accepting stolen property is also considered theft.

16. Extortion

Students shall not attempt to obtain property, money, or services from another person through threats, intimidation, or coercion.

17. False Identification or Forgery

Students shall not provide false identification, falsify school records, or misrepresent information to school personnel. Forgery includes altering passes, notes, excuses, signatures, grades, or other official documents.

18. Cheating or Plagiarism

Students are expected to produce their own academic work unless collaboration is specifically permitted by the teacher. Cheating includes obtaining or sharing answers, copying another student's work, or using unauthorized resources. Plagiarism occurs when a student presents another person's ideas or work as their own without proper acknowledgment.

19. Trespassing or Loitering

Students shall not remain in school buildings or on school grounds at unauthorized times or in areas where they are not assigned or supervised. Students attending after-

school activities should not arrive more than 15 minutes prior to the event unless supervised by an adult.

20. Breaking and Entering

Students shall not break into or attempt to break into school or private property. Unauthorized access to computer systems or files is also prohibited.

21. Gambling

Students shall not participate in gambling activities or games of chance involving money or valuables.

22. Electronic Devices

Students shall not possess or use electronic devices such as radios, gaming devices, communication devices, or cell phones without school permission or for non-academic purposes during restricted times. Exceptions may be granted during emergencies with prior approval from the principal. Device use is governed by the Acceptable Use Policy.

23. Causing or Threatening Physical Injury

Students shall not cause, attempt to cause, or threaten physical injury to another individual. Fighting is defined as a physical altercation between two or more students with intent to cause harm. Assault involves initiating aggressive physical contact against another individual who does not respond in defense. Verbal or written threats of physical harm will also be treated as assault. Consequences will increase depending on the severity and frequency of the behavior.

Discipline Guidelines

Williams Arts and Technology Academy (WATA) is committed to maintaining a safe, respectful, and productive learning environment that supports the academic and personal growth of all students. The disciplinary expectations and offenses outlined in this handbook are intended to provide general guidance regarding student behavior

and appropriate consequences; however, they are not intended to represent an exhaustive list of all possible violations that may occur within the school community. Because situations can vary widely and may involve circumstances not specifically described in this handbook, school administrators retain the authority to interpret and apply disciplinary measures that are consistent with the intent of school policies, state regulations, and the overall mission of the Academy.

In cases where behaviors arise that are not explicitly listed, the building principal will determine appropriate disciplinary actions based on the nature and severity of the behavior, the student's disciplinary history, and the impact of the conduct on the school community. The academy strives to apply discipline in a fair, consistent, and developmentally appropriate manner, using progressive responses that emphasize accountability, learning, and restoration whenever possible. However, there are certain behaviors that pose a significant risk to the safety, order, or well-being of students and staff. In these situations, immediate or automatic disciplinary action may be required, including removal from the classroom, suspension, or other consequences deemed necessary to maintain the safety and integrity of the learning environment. Through these guidelines, Williams Arts and Technology Academy seeks to balance student accountability with supportive interventions that encourage responsible decision-making and positive behavior.

REASONABLE FORCE

Use of Reasonable Force and Restraint

Williams Arts and Technology Academy (WATA) is committed to maintaining a safe and secure learning environment for all students, staff, and visitors. In rare circumstances where student behavior presents an immediate threat to safety, a school employee may use reasonable and necessary force or restraint in accordance with applicable laws, district policies, and established safety procedures. Such actions will only be taken when less restrictive interventions have been ineffective or when immediate intervention is required to prevent harm. The use of force or restraint may occur under circumstances including, but not limited to: (1) quelling a disturbance that threatens physical injury to others, (2) obtaining possession of weapons or other dangerous objects that are on a student's person or within the student's control, (3) acting in reasonable self-defense, or (4) protecting other individuals or property from imminent harm.

Any use of restraint or physical intervention will be limited to the minimum amount necessary to address the situation and will be implemented only by trained school personnel when possible. The goal of such intervention is to prevent injury and restore a safe environment, not to punish or discipline the student. Following any incident involving the use of force or restraint, the situation will be documented, and appropriate school administrators will review the circumstances to ensure compliance with school policies and safety protocols. Parents or guardians will be notified in accordance with school procedures. Williams Arts and Technology Academy emphasizes preventive practices, de-escalation strategies, and positive behavior supports to minimize the need for physical intervention while prioritizing the safety and well-being of the entire school community.

HARASSMENT, INTIMIDATION AND BULLYING

Harassment, Intimidation, and Bullying Policy

Williams Arts and Technology Academy (WATA) is committed to providing a safe, respectful, and supportive learning environment where all students are treated with dignity and are free from harassment, intimidation, or bullying. Any form of harassment, intimidation, or bullying by a student is strictly prohibited and will not be tolerated. Such behavior undermines the educational process and the well-being of the school community and may result in disciplinary action, including suspension and/or expulsion, in accordance with school policies and applicable state laws.

For the purposes of this policy, harassment, intimidation, or bullying refers to any intentional written, verbal, graphic, or physical act—including acts that are electronically transmitted—by a student or group of students toward another student with the intent to harass, intimidate, threaten, injure, ridicule, or humiliate. This includes behaviors carried out through digital communication platforms such as the internet, cell phones, personal digital assistants (PDAs), wireless handheld devices, social media, or other electronic means, often referred to as cyberbullying. The policy also applies to incidents involving violence within a dating relationship or other interpersonal interactions that create harm or distress. These behaviors may occur either overtly or covertly and are prohibited whenever they take place on school property, on or immediately adjacent to school grounds, during any school-

sponsored activity or event, on school-provided transportation, or at any official school bus stop.

Harassment, intimidation, or bullying includes actions that a reasonable person would recognize as having the effect of causing mental or physical harm to another student, placing an individual in reasonable fear of physical harm, or damaging a student's personal property. Such conduct is also prohibited when it is severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment, thereby interfering with a student's ability to learn, participate in school activities, or feel safe within the school community. Williams Arts and Technology Academy encourages students, staff, and families to report concerns promptly so that incidents can be investigated and addressed appropriately. Through proactive prevention, clear expectations, and consistent intervention, the school seeks to foster a culture of respect, safety, and inclusion for all students.

DRESS CODE

Students are expected to always dress appropriately. Any fashion, dress, accessory, or hairstyle that disrupts the educational process or presents a safety risk will not be permitted. Common rules of modesty and decency should prevail. Any type of dress or grooming that detracts from the educational process or causes concern for the health, safety, and general well-being of students will be considered improper. The dress code interpretation and determination will be made by the administrator. Sleepwear or beachwear (including flannel shorts & pants) can only be worn for special events such as Spirit Week. Students are encouraged to have extra clothing available to change when needed due to dress code violations. Students have ample time during the day to access their locker.

All students should feel safe and respected. The following clothing options apply to all students. Students must wear:

- Tops that cover the front, back, sides, and underarms

- Bottoms, such as pants, jeans, skirts, or shorts, that fully cover undergarments and remain appropriately fitted during regular movement (e.g., sitting, walking, reaching)
- Footwear suitable for safe participation in school activities

Students may wear:

- Religious headwear
- Hooded sweatshirts (hood should not be worn during school hours)
- Accessories that do not present a safety risk or disrupt the educational environment
- Clothing that expresses their identity, culture, interests, or beliefs (as long as it does not violate the restrictions below)

Prohibited Student Dress

Students may not wear:

- Clothing or accessories that contain hate speech, profanity, sexually explicit content, or imagery that promotes alcohol, drugs, violence, or weapons
- Hats, hoods, durags, headwraps, bonnets
- Items that threaten the safety of the school community (e.g., chains, spiked collars, or symbols associated with gang activity)
- Costumes or disguises (e.g., masks, face paint) unless part of a school-sanctioned event

Enforcement

Dress Code Violation Procedures

Williams Arts and Technology Academy (WATA) is committed to addressing dress code concerns in a manner that is respectful, supportive, and focused on maintaining a positive learning environment. When a dress code concern arises, school staff will approach the situation with sensitivity and professionalism, ensuring that the student is treated with dignity and that the matter is handled discreetly. The primary goal is to help students understand the expectations of the school

community while minimizing disruption to their instructional time and preserving their sense of belonging and respect.

If a student's attire does not meet the school's dress code guidelines, the student may be asked to make an adjustment. When a change of clothing is necessary, the school will work collaboratively with the student and family to resolve the issue. This may include providing appropriate clothing options from the school or allowing a parent or guardian to bring a change of clothes for the student. School staff will prioritize solutions that allow the student to return to class as quickly as possible and continue participating in the educational program.

Disciplinary consequences related to dress code concerns will generally occur only after supportive interventions and attempts to resolve the issue have been made. Students will not be removed from class unless there is a significant safety concern or a situation that substantially disrupts the learning environment. Through these procedures, Williams Arts and Technology Academy aims to maintain clear expectations while ensuring that dress code enforcement is handled with fairness, respect, and a commitment to supporting students' success and well-being.

Family Engagement

Family Support and Dress Code Communication

Williams Arts and Technology Academy (WATA) encourages families to actively support their students in making appropriate and respectful clothing choices that align with the school's dress code expectations. The purpose of the dress code is to promote a learning environment that reflects professionalism, respect, safety, and focus on academic engagement. Families play an important role in reinforcing these expectations by helping students understand the importance of attire that is suitable for a school setting and consistent with the values of the school community.

If parents or guardians have questions, concerns, or unique circumstances related to the dress code, they are encouraged to contact the school administration for guidance and clarification. School administrators are committed to working collaboratively with families to address any concerns and to ensure that dress code expectations are applied in a fair and respectful manner. In situations where

accommodations may be necessary due to religious beliefs, cultural practices, medical needs, or other individual considerations, the school will work with families to provide appropriate solutions while maintaining the integrity of the school's standards. Through open communication and partnership with families, Williams Arts and Technology Academy strives to maintain a positive, inclusive, and respectful school environment that supports student success.

SCHOOL'S RIGHT TO SEARCH

Search and Inspection of School Property

Desks, storage areas, and computers provided for student use at Williams Arts and Technology Academy (WATA) are the property of the school and remain under the authority of the school at all times. These resources are made available to support students' educational activities and, therefore, may be subject to random or periodic searches in accordance with school board policy and applicable laws. Students should not expect privacy regarding items stored in desks, storage spaces, or devices. This policy also extends to electronic devices such as student phones when they are connected to the school's Wi-Fi network, as the school maintains the right to monitor network use to ensure compliance with school policies and appropriate technology use.

School administrators are authorized to conduct reasonable inspections or searches of school property, students, and items brought onto school grounds when there is reasonable suspicion that a student may be in possession of evidence indicating a violation of school rules, board policies, or applicable laws. Such inspections may include backpacks, personal belongings, and electronic devices. All searches will be conducted in a manner that is reasonable in scope, respectful of students, and consistent with the goal of maintaining a safe and secure learning environment for the entire school community.

HALL PASSES

Hall Pass and Classroom Attendance Policy

Williams Arts and Technology Academy (WATA) expects students to remain in their assigned classrooms during instructional time in order to support a focused and productive learning environment. Students may not leave their assigned classroom during a class period without proper authorization and a hall pass issued by a teacher or administrator. The use of hall passes is intended to ensure student safety, maintain accountability for student whereabouts, and minimize unnecessary interruptions to classroom instruction.

Administrators and teachers will issue hall passes sparingly and only when there is a legitimate need for a student to leave the classroom, such as visiting the restroom, reporting to the office, meeting with a counselor, or attending another approved school-related activity. All hall passes must clearly indicate the student's destination and the time the pass was issued. Students are expected to go directly to their approved destination and return promptly to class once the reason for leaving has been addressed.

Time spent outside the classroom with a hall pass will be monitored by school staff to ensure that students return to class in a timely manner and that hall pass privileges are used appropriately. Misuse of hall passes, excessive time outside the classroom, or leaving class without permission may result in disciplinary action consistent with the school's Code of Conduct. Through these procedures, Williams Arts and Technology Academy aims to maintain an orderly and secure school environment while ensuring that instructional time is protected for all students.

SUBSTANCE ABUSE POLICY

CONDITIONS: The Student Shall Not:

1. Possess chemicals
 - a. in personal apparel
 - b. in school desks, etc.
 - c. in any way while on school property or at a school function

2. Buy / Attempt to buy chemicals
3. Sell / Attempt to sell chemicals
4. Use chemicals
5. Make chemical-like substances
6. Possess drug paraphernalia and devices
7. Apply or be under the influence of any
 - a. narcotic drug
 - b. Hallucinogenic drug
 - c. central nervous system stimulant
 - d. Prescription drug
 - e. mood altering chemical of any kind
 - f. any substance reported to be a mood-altering chemical

These rules are in effect:

- during any school sponsored activity/event/program on or off school grounds.
- on school grounds
- at any other time when the school is being used by any school group

A discipline file will follow the student from school to school within the district.

Students found in violation of the substance abuse policy may also be referred to school-based counseling or external support services in addition to disciplinary consequences.

Discipline will be imposed, and help may be offered independently of court action when indicated by the discipline policy. A student possessing or using chemicals or selling chemicals will be subject to a hearing followed by immediate suspension or expulsion.

If an individual is identified as possessing, selling, or being under the influence of any chemical substance, that individual shall be removed from the school environment

until a satisfactory course of action has been determined by the building administrator. Due process procedures will be utilized in the above action. The welfare and rehabilitation of the student should be the primary concern when legal action is recommended.

Consequences of Substance Abuse

The following procedures will be followed in dealing with the chemical use/abuse situation. Unlike other discipline policies, offenses accumulate throughout the school career regardless of year, grade, or building. The final disposition of any problem will be determined by the building principal in consultation with the Executive Director, with due consideration for the welfare of the students and any other relevant factors involved.

Possession, use, transmission, sharing, under the influence of supplying/sale of controlled substances.

1. The Administration will suspend the student for up to ten (10) days in compliance with student due process procedures.
2. The Administration will recommend to the Executive Director of schools that the student be expelled.
3. The Administration will attempt to notify the parents/guardians by telephone and mail to explain the incident and arrange for a conference.
4. The Administration will notify local authorities as applicable.

Monthly Board of Directors Meetings

Governance and Public Board Meetings

Williams Arts and Technology Academy (WATA) is committed to maintaining a governance structure that promotes transparency, accountability, and open communication between the school's leadership and the families it serves. The governance model is designed to ensure that parents, guardians, and community members have meaningful opportunities to remain informed about school

operations and to engage with the decision-making processes that support the mission and vision of the Academy. To support this commitment, the WATA Board of Directors conducts meetings that are open to the public, encouraging participation and input from parents, families, and community stakeholders.

Regular meetings of the WATA Board of Directors are held on the first and third Mondays of each month at 6:00 PM EST. These meetings provide a forum for the Board to review school operations, discuss policy matters, receive reports from school leadership, and address issues related to the academic and organizational success of the Academy. All board meetings are conducted in accordance with applicable public meeting requirements and are designed to accommodate participation by as broad a spectrum of parents and community members as possible.

To ensure accessibility and transparency, meeting dates, times, and relevant information are posted on the WATA website, allowing families and community members to stay informed about upcoming meetings and important school updates. Through this open governance structure, Williams Arts and Technology Academy seeks to foster strong partnerships with families and the broader community while ensuring that school leadership remains responsive, collaborative, and focused on advancing the success of all students.

Parent Involvement

Parent Engagement and Quarterly Family Meetings

Williams Arts and Technology Academy (WATA) recognizes that parent and family involvement is a critical component of student success and plays an essential role in supporting academic achievement, student well-being, and school engagement. The Academy is committed to building strong partnerships with families by creating multiple opportunities for meaningful participation throughout the school year. To support this goal, the school will host quarterly parent meetings and “Parent Night” events designed to provide families with valuable information about the school’s programs, policies, and student support services. These meetings offer parents and guardians the opportunity to meet with school administrators and teachers, discuss

their student's academic progress, learn strategies for supporting learning at home, and receive guidance on promoting consistent attendance and positive study habits.

Quarterly meetings may be held at designated locations throughout the region or through accessible meeting formats, ensuring that as many families as possible have the opportunity to participate. These gatherings also serve as a forum for open communication, allowing parents to ask questions, share feedback, and engage in collaborative discussions that strengthen the school community. In addition to these meetings, Williams Arts and Technology Academy encourages parent participation in a variety of school activities, including volunteering during student field trips, assisting with school events, participating in career fairs, and supporting student celebrations such as graduation activities.

Parents and guardians may also have opportunities to contribute to the educational experience by sharing their professional experiences, skills, and expertise with students during career seminars or special presentations. By fostering effective communication, mutual respect, and strong relationships between the school and families, Williams Arts and Technology Academy seeks to create a supportive community that encourages active parental involvement and collaboration. This partnership between families and educators helps ensure that students receive the guidance, encouragement, and resources necessary to succeed both academically and personally.

Process for Dissemination of Information

Communication with Parents and the Community

Williams Arts and Technology Academy (WATA) is committed to maintaining open, consistent, and transparent communication with parents, families, and community members regarding the development, progress, and activities of the school. To ensure that stakeholders remain well informed, the Academy will utilize multiple communication platforms, including the school's official website, Facebook page, School Messenger system, and other appropriate social media channels. These platforms will be used to share important updates, announcements, school events, policy information, and other relevant news that supports the engagement of families and the broader community in the life of the school.

In addition to digital communication, the school will host informational sessions and community updates through video conferencing platforms to provide parents, students, and community members with opportunities to learn more about the school's programs, initiatives, and upcoming developments. These sessions will allow participants to ask questions, receive important information, and engage directly with school leadership and staff. Notifications regarding scheduled informational meetings will be distributed through the school's website, School Messenger program, and other communication channels to ensure that families and students are aware of the opportunities to participate. Through these ongoing communication efforts, Williams Arts and Technology Academy seeks to foster strong relationships, transparency, and active engagement with families and the community while supporting the overall success of the school and its students.

Parent and Guardian Involvement

Williams Arts and Technology Academy (WATA) values strong partnerships with families and will actively encourage and support parent involvement in the educational experience of every student. Parents and guardians play a critical role in supporting student success, particularly in a learning environment that may incorporate online or technology-supported instruction. Families are encouraged to remain actively engaged in their child's education and to work collaboratively with teachers and school staff to ensure that students remain on track academically and socially.

Parents and guardians are reminded of the important role they play in supporting their student's learning and are expected to assist with the following responsibilities:

The Role of the Parent/Guardian

1. Provide supervision and support as needed while the student is completing school assignments and coursework.
2. Maintain regular communication with the Classroom Teacher and contact the school whenever questions or concerns arise regarding the student's academic progress or participation.

3. Adhere to the school's attendance policies and promptly inform the Classroom Teacher of any illness, absence, or extended time away from the student's studies.
4. Update school records promptly by providing accurate documentation of any changes to email addresses, phone numbers, or residency information.
5. Ensure student participation in academic screenings and assessments, including universal screenings, academic interventions, and all state-mandated testing requirements.
6. Submit updated health records annually, as required by school and state regulations.
7. Report technical issues promptly by notifying the school's technology staff if any equipment or connectivity problems prevent the student from completing schoolwork according to their academic plan.
8. Accept responsibility for school-issued equipment and materials, as parents or guardians are liable for the proper care and return of devices and other instructional resources provided by the school.
9. Participate in school activities when possible, including field trips, informational sessions, parent meetings, and other school-sponsored events that support student engagement and community involvement.
10. Consider serving in leadership or advisory roles, such as participating in the School Advisory Council, which allows parents and guardians to provide input and support the ongoing development of the school.

Through active partnership and communication between families and school staff, Williams Arts and Technology Academy seeks to build a collaborative learning community that supports the academic success, personal development, and well-being of every student.

Safety and Security

Commitment to a Safe and Supportive Learning Environment

Williams Arts and Technology Academy (WATA) is committed to maintaining a safe, respectful, and orderly learning environment that protects the health, safety, and

well-being of all students. The school believes that a positive and structured environment is essential for effective teaching, meaningful learning, and the overall success of every student. To achieve this goal, students, administrators, faculty, and staff are expected to work collaboratively to uphold the school's mission and shared values. Members of the school community are encouraged to contribute to a culture built on mutual respect, responsibility, and accountability, where all individuals feel valued and supported.

In support of this commitment, Williams Arts and Technology Academy strives to provide student-centered services delivered in a professional, compassionate, and responsive manner. The school employs highly trained and dedicated educators and staff who work to implement individualized instructional strategies and supportive interventions that address the unique needs, strengths, and goals of each student. Through this approach, the Academy seeks to empower students to achieve academic success, develop confidence in their abilities, and build the skills necessary to become responsible and engaged members of their communities. By fostering a safe and supportive educational environment, Williams Arts and Technology Academy ensures that every student has the opportunity to learn, grow, and thrive.

Student Acceptable Use of Technology Policy

Acceptable Use of Technology Policy Agreement

Williams Arts and Technology Academy (WATA) recognizes the important role that technology plays in supporting teaching, learning, communication, and access to educational resources. To ensure that technology is used responsibly and in a manner that supports a safe and productive learning environment, all students and parents or guardians are required to review and sign the Acceptable Use of Technology Policy (AUP) as part of the enrollment process. This agreement outlines the expectations for appropriate and responsible use of school technology resources, including computers, networks, internet access, and digital learning platforms.

The Acceptable Use of Technology Policy applies to all technology used for school-related purposes, whether the devices are provided by the school or are personally owned by students and their families. Students and parents who choose to use

personal computers or devices to access school systems, instructional platforms, or the school's wireless network must also sign and adhere to the same policy guidelines. By signing this agreement, students and families acknowledge their understanding of the expectations for responsible digital behavior, including protecting personal information, respecting intellectual property, avoiding inappropriate online conduct, and using technology only for educational purposes when connected to school systems.

Failure to comply with the Acceptable Use of Technology Policy may result in restriction or loss of technology privileges and other disciplinary actions in accordance with school policies. Through this agreement, Williams Arts and Technology Academy seeks to promote safe, ethical, and responsible digital citizenship while ensuring that technology remains a valuable tool for learning and academic success.

Technology Specifications and Requirements

Student Technology Devices

Williams Arts and Technology Academy (WATA) is committed to ensuring that all students have access to the technology resources necessary to fully participate in the school's instructional program. To support this goal, each enrolled student will be provided with a school-issued Chromebook that enables access to the school's digital curriculum, learning platforms, and educational resources. These devices are intended to support both in-class instruction and technology-enhanced learning activities, allowing students to complete assignments, access resources, communicate with teachers, and participate in required academic programs.

The Chromebook issued by the school is configured to meet the minimum technical requirements necessary to operate the school's curriculum platform and digital learning systems, including those outlined in the Subject Minimum System Requirements. Students are expected to use the Chromebook responsibly and in accordance with the school's Acceptable Use of Technology Policy. The device remains the property of Williams Arts and Technology Academy and must be used primarily for educational purposes related to the student's coursework and academic plan.

Students and families are responsible for ensuring that the Chromebook is properly maintained, kept secure, and returned in good working condition when requested by the school or upon withdrawal from the program. Any technical issues that interfere with the student's ability to access coursework should be reported promptly to the school's technology support staff so that appropriate assistance can be provided. Through the provision of school-issued devices, Williams Arts and Technology Academy seeks to ensure equitable access to digital learning tools and to support a modern educational environment that prepares students for success in an increasingly technology-driven world.

CHROMEBOOKS

Chromebook Check-Out Procedures

WATA provides students with school-issued Chromebooks to ensure that every student has the technology necessary to access the school's curriculum, instructional platforms, and educational resources. At the beginning of each school year, Chromebooks will be checked out to all incoming and returning students who require a device to participate fully in the school's academic program. These devices are intended to support classroom learning, research, communication with teachers, and completion of coursework aligned with the student's educational plan.

Before a Chromebook can be issued, both the student and the parent or guardian must review, sign, and return the required documentation acknowledging their understanding of the expectations associated with the use and care of the device. These documents include the Chromebook Damage Agreement, which outlines responsibilities for maintaining and protecting the device; the Student Pledge, which affirms the student's commitment to using the Chromebook responsibly and in accordance with school policies; and the Student/Parent Acknowledgement Form, which confirms that the family understands the school's technology use guidelines and procedures. Once these forms have been completed and returned to the school, the Chromebook will be assigned to the student for use throughout the school year. Through these procedures, Williams Arts and Technology Academy ensures that students and families understand their responsibilities while providing equitable access to the technology needed for academic success.

Chromebook Check-in

Chromebook Return and Responsibility

Williams Arts and Technology Academy (WATA) provides Chromebooks and related accessories to support student learning and access to the school's digital curriculum. Because these devices are the property of the school, students and families are responsible for ensuring that they are properly maintained, protected, and returned in good condition. All Chromebooks, chargers, and any school-provided accessories must be returned to the school at the end of each academic year so that the devices can be updated, serviced, and safely stored during the summer months. Students who graduate early, withdraw from the school, are suspended, expelled, or otherwise terminate enrollment must return their assigned Chromebook and accessories on or before their official date of withdrawal.

Failure to return a Chromebook or any school-issued technology equipment may result in serious consequences. If a device is not returned at the appropriate time, the student and family may be held financially responsible for the replacement cost of the Chromebook, or for any applicable insurance deductible if coverage is in place. In addition, failure to return school property may result in civil liability or criminal prosecution, and the school may file a theft report with the appropriate law enforcement authorities. Similar to textbooks or other school-issued materials, Chromebooks remain the property of WATA and must be returned in reasonable working condition.

Students and families are responsible for the loss, theft, or damage of school-issued devices during the period in which they are assigned. Any necessary repairs will be assessed and billed to the student or family based on the actual cost of repair, not exceeding the full replacement value of the device. Through these guidelines, Williams Arts and Technology Academy seeks to ensure responsible use of school resources while maintaining equitable access to technology for all students.

CARE OF CHROMEBOOKS

Care and Maintenance of Chromebooks

Students at Williams Arts and Technology Academy (WATA) are responsible for the proper care, safe handling, and maintenance of the Chromebook issued to them by the school. Because Chromebooks are essential tools used to access the school's digital curriculum, complete assignments, and communicate with teachers, students are expected to treat these devices with care and use them in accordance with the school's technology guidelines. This includes keeping the device clean, protecting it from damage, storing it securely when not in use, and ensuring that it is used only for appropriate educational purposes.

If a Chromebook becomes damaged, broken, or fails to function properly, students should report the issue immediately and bring the device to the building technology coordinator or designated technology support staff for inspection and assistance. Students should not attempt to repair the device themselves or allow others to modify or repair the Chromebook, as unauthorized repairs or alterations may cause further damage and violate school technology policies. Prompt reporting of technical issues helps ensure that devices can be repaired or replaced quickly so that students can continue participating fully in their academic program. Through responsible care and timely communication, students help maintain the longevity and effectiveness of school-issued technology resources.

General Precautions

Chromebook Care and Usage Expectations

The Chromebook issued to students by Williams Arts and Technology Academy (WATA) remains the property of the school and must be used in accordance with the school's Acceptable Use of Technology Policy and all related technology guidelines. Students are expected to use the device responsibly and take appropriate steps to maintain its condition. To protect the Chromebook, students should clean the screen only with a clean, soft cloth and should never use cleansers, chemicals, sprays, or liquids of any kind that could damage the device. All cords, cables, and accessories must be connected and removed carefully to prevent damage to the ports or internal components. Students are also responsible for ensuring that their Chromebook is stored in a secure location when not in use and should keep the device either under direct supervision or locked in a safe place. Chromebooks should never be left

unattended in unsecured locations such as unlocked lockers, vehicles, or other unsupervised areas, as this increases the risk of loss or damage. In addition, students are expected to charge the Chromebook's battery each day before coming to school so that the device is ready for instructional use throughout the school day. By following these expectations, students help ensure that school-issued technology remains functional and available to support learning.

Carrying Chromebooks

Safe Handling and Storage of Chromebooks

Students at Williams Arts and Technology Academy (WATA) are expected to handle and store their school-issued Chromebooks with care to ensure the devices remain in good working condition throughout the school year. Chromebooks should always be carried and transported cautiously, using both hands when possible and avoiding situations where the device could be dropped, bumped, or exposed to potential damage. When not in use, the Chromebook should be stored securely in a safe location that protects it from impact, pressure, or environmental hazards.

To prevent damage to the screen and internal components, students should not place or store other items inside the Chromebook or within the Chromebook case. Books, binders, folders, or other materials placed on top of or inside the Chromebook can create pressure that may crack the screen or damage the device. By handling the Chromebook responsibly and storing it properly, students help protect school property and ensure that the technology remains available and functional to support their learning.

Screen Care

Chromebook Screen Care and Protection

Students at Williams Arts and Technology Academy (WATA) must take special care to protect the screens of their school-issued Chromebooks, as they are particularly sensitive to damage caused by rough handling or excessive pressure. Chromebook screens can easily crack or malfunction if the device is treated carelessly, closed abruptly, or subjected to pressure from external objects. Students should avoid

leaning on the Chromebook when it is closed and should never place items on top of the device that could apply pressure to the screen. Similarly, when carrying a Chromebook in a backpack, book bag, or protective case, students should ensure that other materials such as books, binders, or supplies are not positioned in a way that places excessive pressure against the device's cover. To maintain the screen properly, students should clean it only with a soft, dry cloth or anti-static cloth, and should never use liquid cleaners, sprays, or chemical products of any kind. Additionally, students must handle their Chromebooks carefully and avoid bumping or striking the device against lockers, walls, doors, floors, or other hard surfaces, as these impacts can easily damage the screen. By following these guidelines, students help ensure that the Chromebook remains functional and available for their academic work throughout the school year.

USING CHROMEBOOKS AT SCHOOL

Daily Use of Chromebooks

Chromebooks issued by Williams Arts and Technology Academy (WATA) are essential instructional tools and are intended for daily use in support of classroom learning and school communication. Students will use their Chromebooks to access resources, complete assignments, collaborate with teachers and classmates, and engage in various instructional activities designed to enhance their learning experience. In addition to academic use, important school messages, announcements, calendars, schedules, and other school-related information may also be accessed through the Chromebook, making it an important communication and organizational resource for students.

Students are expected to bring their fully charged Chromebook to school and to each class every day, unless a teacher or school administrator specifically instructs otherwise for a particular activity or situation. Having the Chromebook available during class ensures that students are prepared to participate fully in lessons, access required materials, and remain connected to the school's digital learning environment. Students who repeatedly fail to bring their Chromebook to class may face disciplinary consequences or other corrective actions, as consistent access to the device is necessary for successful participation in the school's instructional

program. By bringing and using their Chromebooks responsibly each day, students help ensure a productive and technology-supported learning environment for themselves and their classmates.

Chromebooks Left at Home

Responsibility for Bringing Chromebooks to School

Students at Williams Arts and Technology Academy (WATA) are expected to bring their school-issued Chromebook to school each day in order to fully participate in classroom instruction and complete required coursework. If a student forgets or leaves their Chromebook at home, the student remains responsible for completing all assigned coursework, participating in class activities, and meeting academic expectations as though the device were present. Students should work with their teacher to access materials or complete assignments using available resources; however, forgetting a Chromebook does not excuse a student from completing required academic work.

If a student repeatedly leaves their Chromebook at home, the school may implement additional procedures to ensure consistent access to the device and support the student's academic participation. In such cases, the student may be required to leave the Chromebook at school and check it out and return it through designated school staff at the beginning and end of each school day. This procedure helps ensure that the student has reliable access to the technology needed for **classroom** instruction while reinforcing responsibility and accountability for the proper use of school-issued equipment.

Chromebook Undergoing Repair

Loaner Chromebooks

When a student's Chromebook requires repair or technical servicing, Williams Arts and Technology Academy (WATA) may issue a temporary loaner Chromebook so that the student can continue to participate in classroom activities and complete assigned coursework without interruption. Loaner devices are provided on a limited basis and are intended only for short-term use while the student's assigned

Chromebook is being repaired or evaluated by the school's technology staff. Students who receive a loaner Chromebook are expected to follow all school technology policies and handle the device with the same care and responsibility required for their original Chromebook.

Because the number of loaner devices is limited, there may be occasions when loaner Chromebooks are not immediately available if multiple devices are being serviced at the same time. In such cases, there may be a delay before a replacement device can be issued. During this period, students will be expected to work with their teachers and school staff to access coursework through available resources while awaiting the availability of a loaner device. Williams Arts and Technology Academy will make every reasonable effort to restore student access to technology as quickly as possible to support uninterrupted learning.

Charging Your Chromebook's Battery

Chromebook Charging Expectations

Students at Williams Arts and Technology Academy (WATA) are expected to bring their school-issued Chromebooks to school each day fully charged and ready for instructional use. Because Chromebooks are essential tools for accessing digital curriculum, completing assignments, and participating in classroom activities, students are responsible for charging their devices each evening at home to ensure they have sufficient battery power for the entire school day. Arriving at school with a fully charged device helps prevent interruptions to learning and ensures that students are prepared to participate fully in all academic activities.

If a student repeatedly arrives at school with an uncharged Chromebook, as determined by a teacher or other school staff member, the school may implement additional procedures to ensure the device remains available for instructional use. In these situations, the student may be required to leave the Chromebook at school and check it out and return it through the building technology coordinator at the beginning and end of each school day. This measure helps ensure that the Chromebook remains properly charged and available for classroom learning while reinforcing student responsibility for the care and proper use of school-issued technology.

Screensavers/Background photos

Appropriate Use of Media on Chromebooks

Students at Williams Arts and Technology Academy (WATA) are expected to use school-issued Chromebooks in a manner that reflects respect for the learning environment and complies with the school's Acceptable Use of Technology Policy. To maintain a safe, appropriate, and focused educational setting, inappropriate images, videos, or media may not be used as screensavers, background photos, or displayed in any form on school devices. Students must ensure that all content visible on their Chromebook is appropriate for a school setting and does not disrupt the educational environment.

The presence or display of images or media containing guns or other weapons, pornographic or sexually explicit material, inappropriate language, alcohol or drug-related content, gang-related symbols, or any other material deemed inappropriate by school staff is strictly prohibited. Such content is inconsistent with the school's expectations for responsible technology use and respectful conduct. Students who display or store inappropriate media on their Chromebooks may be subject to disciplinary action in accordance with the school's Code of Conduct and technology use policies. Through these guidelines, Williams Arts and Technology Academy seeks to promote responsible digital citizenship while ensuring that school technology resources are used appropriately to support learning.

Sound, Music, Games, or Programs

Appropriate Use of Sound, Media, and Applications

Students at Williams Arts and Technology Academy (WATA) are expected to use their school-issued Chromebooks in a manner that supports a focused and respectful learning environment. To minimize distractions and maintain appropriate classroom conditions, all sound on Chromebooks must remain muted at all times unless headphones are being used or explicit permission has been granted by the teacher for instructional purposes. When headphones are used, students should ensure that the volume remains at a reasonable level so that it does not disrupt others or

interfere with classroom instruction. Music may be permitted on Chromebooks; however, its use is subject to the discretion of the classroom teacher and must align with the purpose of the lesson or designated work time. In addition, students are expected to ensure that all software, applications, and games accessed or installed on the Chromebook comply with the school's Student Acceptable Use Policy. Only applications and digital resources that support educational purposes or are approved by school staff may be used on school-issued devices. Any use of technology that violates school guidelines or disrupts the learning environment may result in disciplinary action or restriction of device privileges in accordance with school policy.

Printing

Printing Access and Guidelines

Williams Arts and Technology Academy (WATA) provides limited printing access for students using school-issued Chromebooks in order to support instructional needs and responsible use of school resources. Because the school promotes digital learning and the use of electronic submissions whenever possible, printing will generally be available only when necessary for specific classroom assignments or instructional activities. Students who need to print documents should first consult with their classroom teacher to determine whether printing is appropriate and to receive guidance regarding when and how printing may be completed.

Teachers will communicate the procedures for submitting print requests, accessing designated printing locations, and ensuring that printed materials are used appropriately for academic purposes. Students are expected to print only materials related to school assignments and to avoid excessive or unnecessary printing in order to conserve school resources. By following these guidelines and communicating with teachers about printing needs, students help ensure that printing services remain available to support the educational needs of the entire school community.

Home Internet Access

Internet Connectivity and Network Use

Chromebooks issued by Williams Arts and Technology Academy (WATA) are designed to access the internet exclusively through wireless connections in order to support the school's digital learning environment and maintain appropriate network security. The charging cable provided with each Chromebook is intended solely for charging the device's battery and should not be used to connect the Chromebook to a personal computer or other external devices. Connecting school-issued Chromebooks to personal computers or unauthorized equipment is prohibited, as it may compromise device security and violate the school's technology policies.

Students may set up and connect their Chromebooks to secure wireless networks at home or other approved locations to allow them to access school assignments, digital resources, and communication platforms outside of school hours. While wireless access may enhance students' ability to complete coursework remotely, students are not required to have wireless internet access at home. When internet access is not available outside of school, teachers will work with students to ensure that assignments and instructional activities can be completed through available resources. These guidelines help ensure that Chromebooks are used safely, responsibly, and effectively to support student learning both in and out of the classroom.

Photos/Video Taken with Chromebook

Use of Cameras, Photos, and Video Recordings

Students at Williams Arts and Technology Academy (WATA) are expected to use the camera and recording features of their Chromebooks in a responsible and respectful manner that protects the privacy and dignity of others. Students may not take photographs or record videos of other students, staff members, or any individual without first obtaining their permission and ensuring that the activity is appropriate for the school setting. The unauthorized possession, forwarding, sharing, or uploading of photos or videos to websites, social media platforms, network storage areas, or other individuals is strictly prohibited.

Students must also ensure that any images or recordings taken with a Chromebook are used only for approved educational purposes and never in a manner that harms others. The use of photos or videos to harass, slander, bully, embarrass, or denigrate another student or staff member is considered a serious violation of school policy and may result in disciplinary action in accordance with the school's Code of Conduct and technology use policies. These guidelines are intended to protect the privacy, safety, and well-being of all members of the school community while promoting responsible digital citizenship and ethical use of technology.

Google Hangouts/FaceTime/Zoom/Teams/Virtual Meeting Rooms

Use of Virtual Meeting Platforms

Virtual meeting platforms used at Williams Arts and Technology Academy (WATA) are provided to support instructional activities, collaboration, and communication between students and teachers. These tools are intended to be used strictly for educational purposes and only under the direct supervision or direction of school staff. Because virtual meeting platforms require a significant amount of network bandwidth, their use must be carefully managed to ensure that the school's technology systems remain reliable and accessible for all students and staff. Students are expected to access virtual meeting rooms only when instructed by a teacher and to follow all guidelines for respectful and appropriate online behavior.

Any misuse of virtual meeting platforms—including joining unauthorized meetings, disrupting instructional sessions, sharing meeting links without permission, or engaging in inappropriate conduct during online sessions—will be considered a violation of the school's technology policies. Such actions may result in disciplinary consequences consistent with the school's Code of Conduct and Acceptable Use of Technology Policy. By following these expectations, students help maintain a safe, respectful, and effective digital learning environment that supports collaboration and academic success.

MANAGING FILES & SAVING WORK

Saving to the Chromebook

Data Storage, Network Connectivity, and Memory Management

Students at Williams Arts and Technology Academy (WATA) may save academic work directly on their school-issued Chromebooks; however, all files and documents saved on the device are automatically synchronized to the student's Google Cloud account. This cloud-based storage system helps ensure that student work is securely backed up and accessible from multiple locations when needed. Because coursework is stored in the cloud, students are responsible for managing and submitting their assignments on time. Chromebook malfunctions or technical issues with the device will not be considered an acceptable excuse for failing to complete or submit required assignments, as students should be able to access their work through their Google account on other approved devices if necessary.

While the school makes every effort to maintain reliable technology services, Williams Arts and Technology Academy cannot guarantee that the school network or internet connectivity will be operational at all times. In the rare event of a network outage or technical disruption, the school is not responsible for any lost or missing data. Students are encouraged to save their work frequently and maintain responsible data management practices to protect their assignments and learning materials.

In addition, students must ensure that their Chromebook maintains at least 1GB of available memory space to allow for necessary updates to applications and operating system software. Maintaining adequate storage space helps ensure that the device functions properly and remains capable of supporting the school's digital learning platforms and instructional tools. By managing their files responsibly and maintaining sufficient device storage, students help ensure that their Chromebook continues to operate efficiently throughout the school year.

SOFTWARE ON CHROMEBOOKS

Originally Installed Software

Software and Application Management

Williams Arts and Technology Academy (WATA) installs specific software and applications on student Chromebooks to support instructional activities and ensure that students have access to the digital tools required for their coursework. The

software and applications originally installed on the Chromebook must remain on the device in proper working condition and be easily accessible at all times. Students are not permitted to remove, disable, or alter these required programs, as they are necessary for participation in the school's digital learning environment and instructional platforms. In some cases, the school may also install additional applications or software for use in specific classes, projects, or instructional programs throughout the school year.

Because many educational applications are provided through limited-use licenses, certain programs may be required only for the duration of a specific course or instructional unit. Once the course has been completed, these applications may be removed from the Chromebook in accordance with the licensing agreements that govern their use. To ensure compliance with these requirements and to maintain proper functionality of school devices, the school may conduct periodic checks of student Chromebooks. These checks help verify that required applications remain installed and that students have not removed or altered the software necessary for instructional use. Through these procedures, Williams Arts and Technology Academy ensures that Chromebooks remain properly configured to support student learning while maintaining compliance with software licensing agreements.

Inspection

Chromebooks issued to students by Williams Arts and Technology Academy (WATA) remain the property of the school and are provided to support student learning and access to the digital curriculum. To ensure that school-issued devices are being used appropriately and maintained in accordance with school policies, students may be selected at random to provide their Chromebook for inspection by authorized school staff. These inspections may be conducted to verify that required software is installed, that the device is being used in compliance with the Acceptable Use of Technology Policy, and that the Chromebook is functioning properly. Because the Chromebook remains school property, any staff member has the authority to temporarily confiscate or inspect a Chromebook at any time for legitimate school purposes, including maintenance, investigation of policy violations, or safety concerns.

Re-loading Software

In some situations, technical problems, system errors, or the discovery of unauthorized or illegal software may require the Chromebook to be restored, reformatted, or reimaged from a backup configuration. This process allows the school's technology staff to return the device to its original settings and ensure that the Chromebook operates properly within the school's technology system. When this occurs, any files, applications, or documents that were stored locally on the device may be deleted as part of the restoration process. Williams Arts and Technology Academy does not assume responsibility for the loss of software, files, or documents that may be removed during the reformatting or reimaging process. Students are encouraged to store their work in approved cloud-based storage systems, such as their Google account, to ensure that important academic materials remain safely backed up and accessible.

Software Upgrades

From time to time, updated versions of licensed software or educational applications may become available to improve functionality, enhance security, or support new instructional tools. When these updates are required, students may be asked to check in their Chromebooks periodically so that the school's technology staff can install updates, synchronize system settings, and ensure that all devices are functioning properly. In addition, students are generally advised to leave automatic update settings enabled on their Chromebooks so that necessary software upgrades can be installed efficiently when they become available. Maintaining updated software helps ensure that Chromebooks remain secure, reliable, and capable of supporting the school's digital learning platforms and educational resources.

Technology Use Policy Overview

The use of technology resources provided by Williams Arts and Technology Academy (WATA) is considered a privilege rather than a right. These resources—including Chromebooks, internet access, software applications, and digital platforms—are provided to support student learning and educational activities. Access to these resources is granted to students while they are actively enrolled at the school and may not be transferred, shared, or extended to individuals or groups outside of the

school community. Technology privileges automatically terminate when a student is no longer enrolled at Williams Arts and Technology Academy.

This policy is established to ensure that all users understand the responsibilities associated with the ethical, efficient, and lawful use of school technology resources. Students and families are expected to use technology in ways that support learning, respect the rights of others, and protect the integrity of the school's technology systems. Any violation of the User Terms and Conditions outlined in this policy or in the Student Acceptable Use Policy may result in the suspension or termination of technology privileges, restricted access to school technology systems, and disciplinary consequences.

All violations will be addressed according to the rules and disciplinary procedures outlined in the Student/Parent Handbook. Consequences will be assigned using a progressive discipline approach, taking into account the severity of the violation and the frequency with which the behavior occurs. In circumstances involving serious violations of law or safety concerns, the school may also collaborate with local authorities and law enforcement agencies as necessary.

Parent/Guardian Responsibilities

Parents and guardians play a vital role in helping students develop responsible digital habits and safe technology practices. Families are encouraged to discuss with their children the values, expectations, and standards associated with responsible internet use, similar to conversations about other forms of media such as television, movies, telephones, and radio. These discussions help students understand how to navigate online environments safely and responsibly.

Parents and guardians must also review and acknowledge the school's technology policies. Families who choose to opt out of the school's take-home 1:1 Chromebook program will be required to complete and sign an official opt-out form indicating their decision. Through ongoing communication and guidance at home, families help reinforce the responsible use of technology and support their child's success in a technology-rich learning environment.

School Responsibilities

Williams Arts and Technology Academy is committed to providing students with the technology resources necessary to support their academic growth and digital literacy. The school will provide secure internet access and a monitored school-issued Google account for each student, enabling students to access educational platforms, submit assignments, and communicate with teachers.

The school will also maintain internet filtering systems that block inappropriate online content in accordance with applicable safety guidelines and federal regulations. In addition, network storage areas will be provided for student use. These storage areas function similarly to school lockers and remain school property; therefore, the school reserves the right to review, monitor, and restrict information stored on or transmitted through school-owned devices and networks when necessary. School staff will also provide instruction and guidance to help students use technology responsibly and comply with the Acceptable Use Policy.

Student Responsibilities and Digital Conduct Expectations

Students at Williams Arts and Technology Academy are expected to use all technology resources in a responsible, ethical, and respectful manner. Students must follow all school rules regarding technology use and digital communication and must ensure that their actions do not damage equipment or disrupt network operations. This includes avoiding careless behavior that could result in hardware damage, service interruptions, or data loss. Students should understand that the school cannot guarantee the accuracy or quality of information obtained from the internet.

Students are responsible for monitoring all activity conducted through their school accounts and devices, ensuring that their accounts are used appropriately and securely. Chromebooks must be kept secure when not in use to protect both the device and personal data. If a student encounters inappropriate content, suspicious activity, or security concerns, they must report the issue immediately to a teacher or the building technology coordinator. Students must also return all assigned Chromebooks and accessories at the end of the school year or upon withdrawal, graduation, suspension, or expulsion from the school.

Prohibited Student Activities

Certain activities are strictly prohibited when using school technology resources. Students may not install or distribute copyrighted materials without proper permission, nor may they engage in behaviors that violate school board policies or applicable laws. Accessing, sending, or sharing content that is offensive, threatening, profane, pornographic, obscene, or sexually explicit is prohibited.

Students may not use unauthorized external storage devices or attachments, alter Chromebook settings beyond basic personal preferences, or send spam or mass emails. Accessing another student's accounts or files, using school email systems for personal financial gain or commercial purposes, and using anonymous or false communication methods are also prohibited. Students must avoid sharing personal information online unless directed by a teacher for instructional purposes.

Additional prohibited activities include engaging in credit card fraud, electronic forgery, or other illegal online activity; intentionally damaging devices or networks through vandalism, viruses, or malware; transmitting content intended to harass or bully others; and attempting to bypass school web filters using proxies, VPNs, or other circumvention tools. Violations of these rules may result in disciplinary action and possible referral to law enforcement.

Username and Passwords

Students must use only their assigned school email address and password to access school technology systems and digital learning platforms. Sharing login credentials with others is strictly prohibited, and students may not log in using another individual's account. Each student is responsible for maintaining the confidentiality and security of their password at all times.

Students should never share personal or contact information publicly or online without explicit written permission. Any unauthorized attempt to access school websites, servers, databases, or network systems is strictly prohibited and may result in disciplinary consequences. Maintaining secure login practices helps protect both student information and the integrity of the school's technology systems.

Chromebook Care

Students at Williams Arts and Technology Academy (WATA) are responsible for the proper care and maintenance of the Chromebook issued to them. Like all school property assigned for individual use, Chromebooks must be handled carefully and kept in good working condition throughout the school year. Students are responsible for any damage that occurs to their assigned Chromebook, whether accidental or due to misuse. All repairs or technical servicing must be handled only through the school district's authorized technology staff, and students should never attempt to repair the device themselves or have it repaired by an outside party.

Any Chromebook that becomes damaged, malfunctions, or stops working properly must be reported immediately to school staff or the building technology coordinator so that appropriate repairs can be arranged. Students and families may be responsible for the actual cost of repairs, not exceeding the full replacement value of the Chromebook if the damage is severe. In addition, students are expected to bring their Chromebooks to school fully charged each day, ensuring the device is ready for instructional use. If a Chromebook is lost or stolen, the incident must be reported immediately to a building administrator so that appropriate steps can be taken.

Legal Propriety

Students using school-issued technology are expected to follow all trademark, copyright, and software licensing laws when accessing, downloading, or sharing digital materials. Ignorance of these laws does not excuse violations; therefore, students are encouraged to ask a teacher, parent, or school staff member if they are uncertain about the appropriate use of digital content. Plagiarism—presenting another person's work or ideas as one's own—is a violation of the school's Code of Conduct and is strictly prohibited. Students must properly credit all sources used in assignments, including information obtained from the internet such as text, graphics, videos, music, and other forms of media.

Additionally, the use, possession, or distribution of hacking software or tools designed to bypass security systems is strictly prohibited. Any actions that violate state or federal law related to technology use may result in disciplinary action by the school and possible criminal prosecution. These expectations are designed to promote ethical digital behavior and respect for intellectual property.

Protecting and Storing Chromebooks

Chromebook Identification

All Chromebooks issued to students will be labeled and tracked according to school district procedures to ensure proper identification and accountability. Each device can be identified through several methods, including the recorded serial number, a district identification label attached to the device, and documentation within the school's inventory database. These identification measures help the school track devices, maintain accurate records, and recover lost or stolen equipment when necessary.

Storing Your Chromebook

Students are expected to store their Chromebooks safely and securely both at home and at school when the device is not in use. Students are encouraged to take their Chromebook home each day after school, even if it is not immediately needed for homework, to ensure that the device remains secure and available for use. Chromebooks should never be stored in vehicles, either at school or at home, because extreme temperatures, theft risk, or accidental damage may occur.

Chromebooks Left in Unsupervised Areas

Chromebooks should never be left in unsupervised areas under any circumstances. Unsupervised areas include school grounds, hallways, locker rooms, lunchrooms, computer labs, libraries, unlocked classrooms, or any location where the device is not directly monitored. Leaving a Chromebook unattended places the device at significant risk of theft or damage. If a Chromebook is found in an unsupervised area, it will be collected by school staff and brought to the school office, and the situation may be addressed as a disciplinary matter.

Cost of Repairs

Students and families are responsible for the cost of repairing any damage to their assigned Chromebook. This may include, but is not limited to, broken screens, cracked casing, malfunctioning components, or damage resulting from improper use or handling. If the cost of repairing the device exceeds the cost of purchasing a replacement Chromebook, the student will be responsible for paying the full

replacement value of the device. Additionally, lost accessories such as protective cases, charging cables, or adapters will be charged at their actual replacement cost. Each situation involving damage, loss, or misuse of a Chromebook will be reviewed individually at the discretion of the building administrator to determine appropriate responsibility and resolution.

WATA STUDENTS/PARENTS CHROMEBOOK DAMAGE AGREEMENT_

Williams Arts and Technology Academy (WATA) recognizes that the implementation of the Chromebook initiative represents a significant investment by the school and requires shared responsibility between the school, students, and families to ensure that the devices are used properly and maintained in good condition. To protect this investment and support responsible use of school-issued technology, students and parents or guardians must review and sign the Student/Parent Chromebook Acceptance Agreement, acknowledging the expectations for appropriate use, care, and security of the device. By signing this agreement, families confirm their understanding that students are responsible for the proper handling of the Chromebook and that certain costs may be assessed if the device or its accessories are lost, damaged, or misused. In the event of damage or loss, fees may be assessed based on the replacement or repair costs associated with each incident, and payment is expected to be made in full within one month of the incident. Replacement costs may include accessories such as the Chromebook Charging Kit, which has a replacement cost of \$39.88 plus shipping. For device damage, a progressive repair fee structure will be applied: the first breakage will result in a \$50 deductible or the cost of repair, whichever is less; the second breakage will result in a \$75 deductible or the cost of repair, whichever is less; and a third breakage will require payment of the actual cost of repair or full device replacement if necessary. These guidelines are intended to encourage responsible care of school-issued equipment while ensuring that technology resources remain available to support student learning.

Student / Parent / School Agreement

Williams Arts and Technology Academy (WATA) is open to all students and operates in accordance with applicable Indiana laws governing charter schools. The Academy

is committed to maintaining high standards of academic excellence, ethical conduct, legal compliance, and responsible leadership while serving the educational needs of its students and families. The school strives not only to meet but to exceed the academic, ethical, legal, and moral expectations established by Indiana law and by the families who entrust their children to the school's care. The administration and staff of WATA are dedicated to providing a high-quality learning environment that supports student achievement, personal growth, and responsible citizenship. This agreement outlines the shared responsibilities of the school, students, and parents or guardians to ensure a successful educational partnership. Part 1 describes the expectations and commitments of the school and staff, Part 2 outlines the responsibilities of students, and Part 3 identifies the responsibilities of parents and guardians. Together, these commitments form a collaborative agreement designed to support the academic success and well-being of every student.

Part 1: Expectations of the School and Staff

The administration and staff of Williams Arts and Technology Academy are committed to providing a supportive, respectful, and high-quality educational experience for all students and their families. School personnel agree to treat students and their families with respect, professionalism, and courtesy, and to provide effective instructional strategies that support the success of each student. Staff members will respond to student and parent concerns in a timely and thoughtful manner, maintain consistent communication, and conduct themselves in a professional and ethical way at all times. The school will work closely with parents and guardians to implement the most appropriate learning opportunities within available resources while ensuring that students are properly supervised and supported in a safe and positive learning environment. In addition, school staff will actively monitor student progress, identify students who may not be making appropriate academic progress, and communicate both strengths and challenges to students and their families. Through regular communication and collaboration with students, parents, teachers, and staff, the school seeks to create a strong partnership focused on continuous improvement and student achievement.

Part 2: Student Responsibilities and Expectations

Students enrolled at Williams Arts and Technology Academy are expected to actively participate in their education and take responsibility for their academic success. As a

school that offers a rigorous academic program designed to exceed Indiana state standards, students are expected to demonstrate responsibility, integrity, and strong work habits. Students agree to treat school staff and fellow students with respect and courtesy and to maintain regular communication with course instructors, their Classroom Teacher (SLA), and other school personnel. Students are expected to review and respond to school communications, including notifications, messages, and emails from teachers and administrators. They must also protect their student accounts by safeguarding login credentials and logging out when accounts are not in use. Students are encouraged to develop strong time management skills, advocate for themselves by seeking help when needed, and maintain consistent daily progress in their coursework. In addition, students are expected to act with academic honesty and integrity, care for school-issued equipment and materials responsibly, regularly review their academic progress and grades, and follow all policies and procedures outlined in the Student/Parent School Handbook.

Part 3: Parent/Guardian Responsibilities and Expectations

Parents and guardians play a critical role in supporting the academic success and personal development of students at Williams Arts and Technology Academy. Because the school's educational model may include online or technology-supported coursework, families are expected to take an active role in supporting student learning beyond what is typically required in traditional school settings. Parents and guardians agree to treat school staff and students with respect and courtesy and to provide the school with current and accurate contact information, including updated phone numbers, mailing addresses, and email addresses when changes occur. Families are expected to return requested forms and documentation promptly and to ensure that students participate in scheduled academic events, classes, and required activities. Parents should communicate regularly with their students about schoolwork, review assignments, and provide support to help maintain academic progress. If a student's academic work falls behind or drops below a passing grade of C in any course, parents are expected to contact the student's Classroom Teacher immediately to address the concern. Families are also responsible for providing a structured study environment at home, ensuring students are prepared to learn each day, and supporting additional academic assistance when necessary, including counseling, tutoring, or meetings at designated school

locations. Parents must also ensure that students participate in all required state and local assessments, noting that the school does not provide transportation for state testing locations. By adhering to the expectations outlined in the Student/Parent School Handbook, parents and guardians help strengthen the partnership between home and school that is essential for student success.