



**Indiana State Board of Education
Request for Freeway School Accreditation
Board Date: July 3, 2013**

<u>School:</u>	University High School
<u>Education Director:</u>	Charles H. Webster
<u>Address:</u>	2825 West 116 th Street Carmel, Indiana 46032
<u>Grade Span:</u>	9-12
<u>Public/Private:</u>	Private
<u>Current Enrollment:</u>	265
<u>Targeted Population:</u>	Families seeking a non-public school environment
<u>Identity:</u>	The mission of University High School is to expand the hearts and minds of students and to nurture excellence through academic, creative and physical achievement. University offers a full college preparatory program. This program is personalized through formal mentoring relationships. At University High School, students are known, understood and taken seriously. The school community is organized around six core values: 1) diversity, 2) commitment to excellence, 3) commitment to personal responsibility, 4) creativity, 5) stewardship, and 6) mutual respect, support and trust.
<u>Curriculum:</u>	University High School has a thorough and rigorous college preparatory educational program. The schedule allows for students to take up to seven classes per semester. In aggregate the school curriculum is in alignment with Indiana Academic Standards and typically national departmental standards as well.
<u>Testing History:</u>	University High School consistently has state assessment scores exceeding state averages and has been rated as an A school in the last several years.
<u>Staffing:</u>	University High School uses a blend of licensed and non-licensed teachers. Those who do not hold a teaching certificate have college degrees, both bachelor degrees, masters degrees or higher in their teaching area.



Waiver Requests: 1.) Safety, health and substance abuse is incorporated in most area of the school's activities, including their extensive 1-on-1 mentoring program and weekly school assemblies. 2.) Textbooks. University's faculty selects textbooks based on general course descriptions and requirements. Students then purchase and own their own textbooks. Increasingly the school is using online resources from full textbooks to homework management sites as directed by classroom instructors.

Issues: None

Recommendations: Full Five-Year Freeway Accreditation



**Petition for Freeway School Status Renewal
June 15, 2013**

**Charles H. Webster
Head of School**

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2825 West 116th Street, Carmel, IN 46032 (317) 733-4475

Petition for Freeway School Status
June 15, 2013

1. Identify the school entity to be declared a Freeway School

University High School of Indiana is a nonsectarian independent college preparatory school in Carmel, Indiana, a suburb on the north side of Indianapolis. The mission of University High School is to expand the hearts and minds of students and to nurture excellence through academic, creative and physical achievement.

University offers a full college preparatory program. This program is personalized through formal mentoring relationships. At University High School, students are known, understood and taken seriously. The school community is organized around six core values: 1) diversity, 2) commitment to excellence, 3) commitment to personal responsibility, 4) creativity, 5) stewardship, and 6) mutual respect, support and trust.

The development of University High School began in 1996, and the University High School Board of Trustees was incorporated in 1997. The Board hired Donald Fudge to conduct a demographic study, bought 85 acres at 116th Street just west of Towne Road, hired Charles Webster as Head of School in December 1998, and spent several years in communication with educators across the country, benchmarking best educational practices. Pat Bassett, current president of N.A.I.S. (National Association of Independent Schools), consulted with the University Board throughout the development process.

The School opened with 28 freshmen in August 2000. It currently has 265 students in grades nine through twelve.

After receiving a gift of thirty acres of land contiguous to the existing property, University High School now has a 115-acre site. For facilities, the School currently has Andrews Hall (37,000 square feet), which houses a music room, a gymnasium, athletic locker rooms, weight rooms, the athletic director's office, and the main school assembly room. The School opened Fairbanks Hall (45,760 square feet), the principal classroom building, in April 2007. Fairbanks Hall also has most of the administrative office space for the school. In addition, there are three houses on the site, one used by the Head and his family, one for the development offices, and one for storage space. All the buildings are situated on the north side of the property. The outdoor athletic facilities include a set of tennis courts, a soccer field and a practice soccer field.

The University High School Board has raised over \$30 million in its first 13 years. From June 2012 through June 2013, the school's annual fund raised \$608,000, and included gifts by every board and staff member along with 80% of families making a contribution.

University High School has a distinctive mission: *to expand the hearts and minds of students and to nurture excellence through academic, creative and physical achievement.* This mission carries within it two important ideas. The first is that students should engage in the expected facets of a rigorous college preparatory program, namely a rich academic, artistic, and athletic environment. The second is that the program to deliver this mission needs to be developmental in its approach. That is, the school believes that the students are not completed people and learners yet – that they are still growing into these roles. Therefore, the program takes this fact into account. The faculty has high expectations of the students but also the understanding that students enter with varying levels of ability to handle these expectations. To date the school has achieved a 100% graduation rate with a 100% college or higher-education placement record.

The development of the program was shaped by the school's six core values: commitment to diversity, commitment to excellence, cultivation of a sense of personal responsibility, development of a sense of stewardship within the school community and the greater community surrounding it, fostering of creativity as a fundamental life skill, and practicing mutual respect, support and trust. These core values led to the development of the key features of the program: our mentoring system, our approach to classes, and January Term.

Mentoring

The mission of the school and its core values all imply a global, instead of piecemeal, approach to education. Therefore, built within the school is a system to track the global view of each student: the mentoring system.

The mentoring system is at the heart of the developmental approach to education at University High School. Through one-on-one, personalized attention, students are able to develop their academic and social skills to successfully navigate high school. It is within this system that they can discuss their capabilities and learn to push themselves. Also within this system, students can learn to problem-solve and work through difficult academic or social issues.

The primary goal of the mentoring relationship is to aid each student in assuming responsibility for his or her own learning and life. It also serves several secondary goals. Through mentoring, each student develops a long-standing relationship with an adult in school based on trust, honesty, and respect. Mentors help students integrate the school's core values, support students as they apply values to solve problems, help them grapple with

important ideas, learn to improve the quality of feedback they give themselves, and help students learn to measure how much difference they make. Mentoring relationships make time for assessment, inquiry and reflection on personal goals, help students learn to make use of what they know, and allow mentors to personalize learning, support and reinforce a student's identity and respond to each student as a whole person.

Mentors meet with each student for a scheduled 30-minute meeting once every other week. While this is the regularly scheduled time amount, informal and impromptu meetings happen often. The mentoring system is the network within which teachers share information about individual students and within which most student situations are resolved. The mentoring relationship also covers scheduling, problem-solving, academic counseling and school-to-home communication. As a general rule, parents begin with the mentor to seek advice, have questions answered and raise issues concerning their student.

An important feature of the mentoring system is the letter that each mentor writes to the parents at the end of each semester. This letter describes each child's development in academic terms, as well as social-emotional terms. It is a tangible view of the commitment that the school has to understanding each child and recognizing their individual abilities and needs.

Approach to Classes

University High School has a thorough and rigorous college preparatory educational program. The schedule allows for students to take up to seven classes per semester. Mandatory English classes are in place for each grade level, as well as elective options. Mandatory History classes are in place for ninth and tenth grade, and two levels of U.S. History (A.P. and non-A.P.), U.S. Government, and Economics are offered. Mathematics courses from Algebra I to A.P. Calculus AB and BC are offered. Two world languages (Spanish and French) are offered through A.P. level. Biology and Chemistry are in place, largely for ninth and tenth graders, and several science electives, including A.P. Biology, A.P. Chemistry, Physics, A.P. Physics B and C, Environmental Science, and Anatomy and Physiology, are offered. In the spring of 2013 the school will administer 273 AP exams in 17 subject areas. The fine and performing arts are well represented for a school of our size: different levels of photography classes, studio art classes, and four music classes are offered to allow students a wide range of artistic experience. The course offerings are rounded out with a physical education and health class. The academic offerings are further enlarged by the wide range of classes offered in January Term. In aggregate the school curriculum is in alignment with Indiana Academic Standards and typically national departmental standards as well (for example our math departmental curriculum is consistent with both Indiana and the NCTM Standards).

What makes these college prep classes distinct is the manner in which they are delivered. The classes explicitly build student academic skills, deliver factual content, and push students to grapple with the meaning of the subjects. The faculty has a solid understanding of this approach and has shaped its classes in response.

January Term

One of the most exciting opportunities offered by University High School is January Term. For three weeks in January between first and second semester, students take a single class. This allows students to focus in detail for nearly a month on a single subject of their interest. Examples of the types of classes that are offered during January Term are Animal Behavior, Programming in iOS Applications, and Glassblowing and Sculpture. The January Term class counts as a single semester class.

The special set up of January Term allows for many important educational objectives to be achieved. By its different schedule, January Term provides teachers the chance to work and teach together. The longer time periods allow for hands-on learning, applied learning, active learning, and creative activities. The unique set of classes allows for different kinds of classes and experiences and the teaching of classes that wouldn't normally be offered. The schedule of January Term more easily allows for the opportunity to get off campus, as well as bringing in outside speakers and resources. The focus on one class during this time period creates in-depth, intensive, and rigorous classes, as well as classes that reflect student interest.

Community Meetings

Constructed into the regular school schedule is a daily meeting of the entire school community. On a typical week, there will be a fifteen-minute meeting each day Monday through Thursday and a fifty-minute meeting on Friday. During these meetings, beyond routine announcements, the school commonly hears from local professionals and school contacts. Speakers have ranged from the director the NTSB to local E.R. physicians.

Conclusion

The University High School program is by design an ongoing work in progress. The primary focus of efforts over the first thirteen years of the school existence has been to put a strong basic model of classes together, supported by the distinctive features of program – mentoring, the approach to classes, and January Term. The School is not 'finished'; it continues to consider new classes to add to the program to deliver as wide a range of experiences as possible to the students. What is absolutely in place is a demanding and rewarding program in which students learn not only specific content material, but learn better how to

learn and learn to understanding and take responsibility for their own education and life. This richly textured program has created a strong foundation for the school to carry into the future.

See also:

Primary school Website:

<http://www.universityhighschool.org>

Website containing per/class web pages:

[http://www.edline.net/pages/University High School Indiana](http://www.edline.net/pages/University_High_School_Indiana)

Online Course Guide:

[http://www.edline.net/files/_nXHAG_/dda4984e76e264013745a49013852ec4/Course Guide 2013-2014-1.pdf](http://www.edline.net/files/_nXHAG_/dda4984e76e264013745a49013852ec4/Course_Guide_2013-2014-1.pdf)

2. Provide the demographic data pertinent to this request.

University High School began with 28 freshmen in 2000, and has 265 students in Grades 9-12 in the current academic year (2012-2013). Ultimately, University will cap enrollment at 320 students (80 per grade level). The students come from a variety of public, parochial, and independent middle schools. Most independent school students come from The Orchard School, St. Richard's School, or Sycamore School, schools that funded the feasibility study for University High School in 1997. Geographically, the School's students come largely from the three northern townships in Marion County, Hamilton County, and Boone County. The School is committed to the value of diversity in its many forms, including socio-economic, racial, and ethnic diversity. The School actively seeks to enroll students from diverse backgrounds.

The faculty is key to the excellence of any given educational institution. University High School has attracted educators from various parts of the country to be part of a new college preparatory school in greater Indianapolis. In the 2012-2013 year, the School's faculty consists of 29 full time equivalent teachers (some of whom handle some administrative duties). Graduate degrees are well represented among the faculty, including five doctorates (two J.D. and three Ph.D.) and twenty-two master's degrees. The School also employs 14 other people for administrative and support roles

The school awards about 20% of its gross tuition projection per year in financial aid. For the 2012-2013 school year this award added to approximately \$1.0 million. Also for the 2012-2013 school year, University has enrolled 6 students receiving school choice vouchers to aid families in meeting the tuition demand. Our projections show enrolling another 7 or 8 students for the 2013-2014 school year receiving vouchers.

Our student-faculty ratio is currently 7.2 to 1 and our average class size is 12.6. The School seeks to keep its academic classes at or below 20 students.

3. Describe in Detail How the School's Curriculum Will Comply with the Common Core Standards Adopted by the State of Indiana.

University High School has a thorough and rigorous college preparatory educational program. The schedule allows for students to take up to seven classes per semester. Mandatory English classes are in place for each grade level, as well as elective options. Mandatory History classes are in place for ninth and tenth grade, and two levels of U.S. History (A.P. and non-A.P.), U.S. Government, and Economics are offered. Mathematics courses from Algebra I to A.P. Calculus AB and BC are offered. Two world languages (Spanish and French) are offered through A.P. level. Biology and Chemistry are in place, largely for ninth and tenth graders, and several science electives, including A.P. Biology, A.P.

Chemistry, Physics, A.P. Physics B and C, Environmental Science, and Anatomy and Physiology, are offered. In the spring of 2013 the school will administer 273 AP exams in 17 subject areas. The fine and performing arts are well represented for a school of our size: different levels of photography classes, studio art classes, and four music classes are offered to allow students a wide range of artistic experience. The course offerings are rounded out with a physical education and health class.

At the time of this writing, the state of Indiana is still debating within the political arena the future of its relationship with the common core standards. University High School will position itself accordingly as the debate is ultimately resolved. The common core standards do not differ tremendously from the existing standards in the core subjects at the high school level.

By having approximately 15 days (3 weeks) of professional days during each academic year, University strives to remain abreast of changing curricular expectations in numerous realms simultaneously. From ISACS certification, to common core alignments, to departmental based professional organization guidelines (for example The American Chemical Society has a set of high school guidelines and an associated series of exams), to College Board (specifically in the areas of AP exams); University and its faculty remain dedicated to meeting if not surpassing most published academic standards. It is common during professional development times to process and dialogue both departmentally and by grade-levels about scope and sequence and understanding what a school day looks like for a typical student.

4. Describe The Plan Allowing Students To Earn An Indiana Academic Honors Diploma Where Applicable.

The excerpt comes directly from the 2013-2014 Course Guide

University High School Minimum Graduation Requirements

English	8 credits
	2 credits: Language & Literature; 2 credits: Great Books; 4 credits of advanced course work in the Junior and Senior years
Mathematics	6 credits
	2 credits: Algebra I; 2 credits: Geometry; 2 credits: Algebra II Minimum of 4 credits must be taken at a high school (for Class of 2016 and beyond, a minimum of 6 credits must be taken in Grades 9 – 12); additional credits may be taken in Precalculus, Trig. and Finite Math, AP Calculus, AP Statistics, or an equally challenging program. Students are required to take a math or quantitative reasoning course each year in high school (see section on Indiana standards.)* Most Indiana state universities require 7 or 8 semesters of mathematics.
Science	6 credits
	2 credits: Biology 2 credits: Chemistry 2 credits: Additional credits from Biology, Chemistry, Physics, Earth and Space Science or an equally challenging program
World Languages	6 credits
	2 credits: Level 1 2 credits: Level 2 2 credits: Level 3 Minimum of 4 credits must be taken at a high school
Social Studies	8 credits
	2 credits: Nonwestern History 2 credits: European History 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics
Fine & Performing Arts	4 credits
	It is highly recommended that at least two of these credits be earned by the end of the 10th grade year; at least one more of these credits be earned by the end of the 11th grade year.
Phys. Ed. / Health	3 credits
	Students must pass 1 semester of physical education/health and pass at least 2 additional semesters of physical education. Either or both of these additional semesters can be replaced with successful participation in a full season (or two) on an athletic team. It is highly recommended that at least one of these credits be earned by the end of the 10th grade year; at least one more of these credits be earned by the end of the 11th grade year.
Electives	At least enough to meet the minimum total credit requirement
Total	48 credits

The University High School minimal graduation requirements are compliant with the Indiana Department of Education Core-40 graduation requirements. If a student meets the basic graduation requirements of University High School, he or she will also meet the Core-40 requirements.

The school also recognizes the state designation for an honors diploma as defined by the department of education. While University does not offer dual credit classes or IB courses, it does teach all of its core classes at the honors level and further offers over twenty advanced placement (AP) options. Students are required to maintain a C average or higher to remain at the school. Students tend to score well on the SAT exam with a school average usually in the 1800's. For the graduation class (cohort) of 2012, roughly 90% of the graduates qualified for an Indiana Honors diploma.

University High School has two honor rolls: honor roll and high honor roll. A student earns a place on the honor roll when his or her unweighted semester grade point average is at least 3.30 but lower than 3.70. A student earns a place on the high honor roll when his or her unweighted semester grade point average is 3.70 or higher. All semester classes are included in these computations, except for those with only a "P" [pass] grade. January Term is not included in honor roll considerations, since it does not fall into the first or second semester.

Three different *Career Academic Awards* are awarded upon graduation: *With Highest Praise* (given to graduating seniors who earned high honor roll status all eight semesters of high school), *With High Praise* (given to graduating seniors who earned either high honor roll or honor roll status for all eight semesters of high school), and *With Praise* (given to graduating seniors who earned either high honor roll or honor roll status for six or seven semesters of high school). For consideration at any level, students must have passed all classes, including January Term classes. These awards will be determined at the end of the student's eighth semester. There is no maximum or minimum number of students who are honored with these awards each year. Transfer students' grades are taken at face value for career awards.

5. Freeway Accreditation Requires Educational Benefits for Students In the School's Attendance Rate, Student Performance on ISTEP+ and End Of Course Assessments, And for High Schools, An Improvement in Graduation Rates.

- A. Describe The School's Strategies to Meet These Improvements in Performance.**
- B. Describe Any Additional Measures The Will Be Used To Measure Student Achievement And Growth.**

Attendance Rate:

Academic Year	Attendance Rate
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2011-2012	96.1%
2010-2011	96.7%
2009-2010	96.0%

At the time of this writing, the 2012-2013 attendance rate has not been concluded but should be consistent with previous years. There is no aggregate plan to improve the attendance rate.

Graduation Rates:

Academic Year	Graduation rate	Number of students
2011-2012	96.8 %	60
2010-2011	91.9%	34
2009-2010	98.4%	65

Student Performance on the ISTEP+ ECA tests

English -10 ECA

Academic Year	Pass rate	Number of students
2011-2012	97.3%	73
2010-2011	100.0%	127

The school is currently working to understand its future in terms of students learning English as a new language while attending an Indiana high school. To date we are using ENL specialists and working to make accommodations as needed. The English-10 ECA exam as well AP English Language and AP English Literature exams are current tools we are using to measure both our need and success for interventions and accommodations.

Algebra One ECA

Academic Year	Pass rate	Number of students
2011-2012	91.7%	121
2010-2011	92.8%	90
2009-2010	97.2%	69

Biology ECA

Academic Year	Pass rate	Number of students
2011-2012	84.6%	55

Other Measures:

Advanced Placement Testing:

Cohort	Percent of class taking at least one AP test	Mean number of tests taken per student	Mean score
2012	87%	2.81	3.53
2011	74%	2.41	3.46
2010	76%	2.57	3.48

College Merit Awards:

To date University can claim that 100% of its graduating seniors have continued into higher education. It can further claim that just over half of its graduates have been awarded sufficient college merit money to more than or at least recoup the price of attending an independent school. (Merit specifically implies the calculation is separate from need based awards or even reciprocity awards, for example we do not count college employee children who often attend college tuition free within our merit calculations).

Cohort	Number Graduating Seniors	Total Merit Scholarship \$ (millions)
2004	29	1.9
2005	37	2.1
2006	29	1.9
2007	37	2.1
2008	36	2.7
2009	34	2.3
2010	65	5.2
2011	34	3.3
2012	60	7.6
2013	73	10.7

College Graduation rates:

A metric we are working to develop is students graduating from college and with what terminus degree(s). For reasons easy to anticipate this is a difficult number to track through our alumni, nonetheless it is a metric we are currently pursuing.

In-house metrics:

The school has developed several instruments dedicated to improvement of both instruction and the student experience of high school. We formally assess each class with a student based end-of-course evaluation. We formally assess mentors and do a school wide assessment of our community based core values.

We are working to develop a more 360 assessment of administrators and an ongoing collaborative and formative instrument for faculty development.

6. Identify the strategies for the curriculum to address issues related to: character education; hygiene; alcohol and drugs; sexually transmitted diseases; honesty; respect; and abstinence and restraint.

Since its founding, University High School has incorporated six core values into its program and daily life. Those core values are: 1.) diversity; 2.) commitment to excellence; 3.) commitment to personal responsibility; 4.) stewardship; 5.) creativity; and 6.) mutual respect, support, and trust. Faculty and students make a conscious and consistent effort to define, understand, and put into action these six values. Much of the effort to reflect on, define, and understand these values comes with the mentoring process that is also a distinguishing characteristic of the school. Each student meets with his or her mentor every ten academic days to discuss issues and questions of importance, including how to make meaningful the six core values in one's life. Mentoring is such an important aspect of the University program that our teachers teach four classes each day, with the mentoring meeting counting as their fifth class. The core values are also addressed within the context of a daily community meeting, which all students and faculty attend.

The health-related issues in this question are covered in the science and health/physical education scope and sequence. The personal characteristics, as cited above, are addressed through mentoring and the community meeting. They are also part and parcel of each academic and extracurricular experience on this campus. Our athletic program uses a no-cut policy to allow each student an opportunity to develop sportsmanship and to experience the value of being part of a team. The mission of University High School – *To expand the hearts and minds of students and to nurture excellence through academic, creative and physical achievement* – is fully embraced by the school community.

7. Describe how students with special needs will be identified, referred to the local public school for testing and how IEP's for these students will be part of their instruction.

All students attending University High School are required to take the Independent School Entrance Exam during the admissions process. The school also conducts interviews and receives letters of recommendation and transcripts from previous schools. In a typical year University accepts approximately 70 new students into the ninth grade and approximately 10 transfer students entering grades 10 through 12. Very rarely have students with special needs or learning differences come to the school unaware of such variance.

To this end, the school has established the department of Learning Support Services (LSS). LSS is responsible for coordinating services for students with learning differences, emotional needs, and students who are not academically successful. Services are delivered through the support director with the help of teachers, counselors, admissions personnel, and students' families. The students receive support in the form of tutoring, counseling, creation/direction of 504 plans and the linking of families with local professionals that can assist parents with their children's needs.

The department consists of the director who meets with any student referred to the LSS by teachers or admissions personnel. Students are referred to the program for things such as poor grades, late or inconsistent homework, or diagnosis of emotional issues. Sometimes this means that a student will not start the school year with the support he/she may need.

Through the director, the student's needs are assessed using counselors, teachers and/or other local professionals. A plan is then established and disseminated to all of the interested parties and tracked by the director. This plan may be as simple as after school tutoring with a student or professional; or it may include psycho-educational services from someone in the community or contacting the public school counselor consistent with associated school district the student lives within. Historically University has had about 75% of the professional testing it has requested done by independent professionals and about 25% done by the student's local school district. While the independent professional testing is more expensive, it can usually be accomplished in a matter of weeks. Using the local school district typically has a turn around time measured in months.

The LSS also oversees the various study groups that meet during the lunch period. Space is at a premium, so the students will meet in different offices during the lunch period. Different tutoring sessions arranged by the LSS meet after school in the common area and are usually facilitated by students.

The LSS also helps admissions determine the suitability of prospective students. The director meets with students and parents and helps them to understand the demands of the School and asks questions to determine if the School is a good fit for the student. A recommendation is given to the admissions office as to the likelihood of the student's success at University School.

8. Identify the statutes and rules to be suspended as a result of this contract.

University High School will waive the statutes and rules allowed by the Freeway contracting process as listed below. This is to maintain maximum flexibility in delivering a high quality education for the students. The School would like it understood that it has a rigorous college preparatory curriculum with high academic expectations. Therefore, it does not consider the waiving of the statutes and rules allowed by the Freeway contracting process as a 'watering down' of standards. On the basis of thirteen years' experience, the School has found that the flexibility that the waiving the statutes and rules allowed by the Freeway contracting process has allowed for a high level of success of its students as seen in its figures for attendance, scores on standardized tests (ISTEP, GQE, SAT, ACT, and AP exams), graduation rates, college acceptances, and scholarship awards by colleges.

(1) Rules concerning curriculum and instructional time:

- IC 20-30-5-8 (safety education)
- IC 20-30-5-9 (health education)
- IC 20-30-5-11 (alcohol, tobacco, drugs)

University engages in Safety, health and alcohol, tobacco and drug education on numerous levels from mentoring students 1-on-1 as defined in section 4, educational benefits to specific science units to school wide presentations from health professionals at our routine weekly all school assemblies. The school dedicates roughly 20% of its multi-semester PE curriculum to health and safety but does not require a "full semester" course.

(2) Rules concerning textbooks:

- IC 20-20-5-1 through IC 20-50-5-4 (state standards for textbook selection)
- IC 20-26-12-24 (local adoption process; adoption required from the state list)
- IC 20-26-12-26 (Mandatory offer to purchase textbooks)
- IC 20-26-12-28 (waiver of adoption requirements)
- IC 20-26-12-2 (Purchase and rental; rental fee; limitations)

511 IAC 6.1-5-5 (adoption required from state list)

University's faculty selects textbooks based on general course descriptions and requirements. Students then purchase and own their own textbooks. Increasingly the school is using online resources from full textbooks to homework management sites as directed by classroom instructors.

9. Describe how technology will be integrated into student instruction.

As a one-to-one laptop school since August 2006, University has technological components within virtually every course instructed. Elements such as being wireless, using the Internet, Email, class focused webpages, blogs, video-blogs and Microsoft's Office suite have become so interwoven in the day-to-day of the school they do not seem like "technology" any more than does a telephone.

While instructors are not currently mandated to push technology in any particular class, there is an undertone of merging tools and concepts that drives much of the delivery of instruction within the school. Using a video to report on a project or permanently record a lesson is commonplace. Using social media is something the school typically embraces, mentors with and teaches rather than avoiding, eschewing or restricting.

While the school has no specific graduation requirements connected to technology, it does offer classes in Web design (Java programming), Introductory computer science, AP Computer Science and Digital Media Design (effectively a journalism class heavily entrenched in technology). Using the creative possibilities afforded by our January term, teachers have designed and instructed classes on computer architecture, IOS Application development and philanthropic computing (students built working computers from basic components and donated them, along with setting them up, to various not for profit centers around central Indiana).

Placing laptops into the hands of every student enhances the school's overall program. This step creates a level technological 'playing field,' whether a student lives in a high-tech household with multiple computers or a household with little or no computer equipment, allows for spontaneous use throughout the day, and allows for the faculty to assign work requiring computers without concern about access at students' homes. In the end, the laptop program is about education, not technology, because University High School is figuring out ways to use the current technology to help the students become thoughtful learners, able to analyze information that is available to them and to decide how this information shapes them and their approach to the world.

10. Describe Procedures/Plan to Ensure a safe and disciplined learning environment.

All members of the school community are aware of the importance of the school's mission and its core values. More specifically, the values of personal responsibility, academic excellence, stewardship or commitment to community, and mutual respect, trust, and support create a safe environment for disciplined learning. In addition, particular policies concerning student behavior are defined clearly in a student handbook which is presented to and reviewed with each incoming student. The admissions process itself includes an entrance examination, visit to the school, and interviews with the student alone and with the student and parents. Should circumstances develop wherein the student and school cease to be a good match for behavioral or academic reasons, the student is asked to leave.

Students are included in maintaining a positive environment through participation in Community Meeting, Stewardship Council, and mentoring. Student-led discussions give students responsibility for clarifying and communicating core values and their application to the environment. In Stewardship Council, students develop policies and activities which support behaviors leading to a respectful community. This sense of community is shaped by both external and internal community service projects. For example, a partnership with I.P.S. School 54 (Marion County) allows University students to mentor elementary-age children, while a similar arrangement with *The Lord's Pantry*, a charitable organization in downtown Indianapolis, deepens their empathy and sense of compassion. There are various opportunities for internal school community service projects. Each student has a mentor with whom s/he meets one-on-one every two weeks. Among subjects discussed are the core values and how they apply to the individual student. Two qualities of the school which are seamless to the point of being invisible within the school culture, but are always commented on by transfer students during their period of adjustment is (1)the school has no system of bells and (2) there are no locks on student's lockers.

Parents are also an active part of the school's life, participating in a number of school activities and sharing with students in Community Meeting. Parents have made an important educational and financial decision to send their son or daughter to a college preparatory school, so they are closely involved in the daily life of the school. Parents are well aware of the content and expectations of our courses and pay attention to the texts and other resources utilized. Through contact with the mentor by e-mail, phone, and parent conferences, parents participate in how they and their students are part of the supportive, safe environment of the school.

11. Describe Plans for Continuing Professional Staff Development.

University High School has several levels of professional development.

- Conference and seminar participation:
 - Every other year the Indiana Association of Independent Schools (IAIS) holds a conference featuring two days of workshops on a myriad of educational issues from social media in the classroom to legal issues around school programs.
 - University routinely sends groups of teachers to Chicago for workshops offered the Independent Association of Central States (ISACS) on issues from being an independent school instructor to analyzing curriculum for diversity and inclusion.
 - Most classroom instructors are members in respective subject based professional organizations such as the American Chemical Society (ACS) or the National Council of Teachers of Mathematics (NCTM) to name a couple. It is routine for faculty to both attend and often present at the state and national level conferences in the subject specific fields.
- In-house professional development:
 - University High School routinely has outside speakers and consultants address the faculty in workshop-like scenarios on topics ranging from counseling with teens, to working with students on the autism spectrum to using twitter and or advanced tips to the usage of Google for research.
 - Within the faculty itself exists and great deal of both experience and expertise, we are constantly using our own staff to broaden our understanding of issues from environmental analysis of our own campus to advancing a spirit of community service and stewardship.

12. Confirm the School's Commitment to Indiana's Minimum 180 Instructional Days for Students.

As state law requires state schools to have 180 days of instruction, University annually constructs and certifies a calendar containing 180 school days. We have upheld our commitment, and successfully submitted and executed ten academic years of 180 days. It is our intent to continue certifying and executing calendars of 180 instructional days as required by the Indiana Department of Education.

13. Describe the School's Ability to Produce and Submit All Required Electronic State Student Data Reports.

Since becoming a Freeway certified school in 2003, University High School has worked to comply with state reporting as it has evolved and periodically updated. Using webinars and reading communications from sources such as the listserv at isteptc@listerv.doe.state we have stayed abreast of the various dynamics of the state reporting requirements and worked to keep the process smooth.

Most of our reporting funnels through the office of director of technology who has become very facile with getting various databases to interface smoothly.

Elements of the state reporting that we routinely update:

- Attendance
- School Calendar
- Choice Scholarships
- Certified Employee report
- Certification of Instructional Days (CID report)
- Course completion at the end of each semester
- Direct certification
- Educator evaluation
- Enrollment and mobility
- Graduation report
- Voucher membership
- Student Testing Number (STN) lookup and assignment
- Textbook reimbursement
- Various mechanisms to coordinate online testing

Appendix A: Insert a copy of the Governing Body's Policy Requiring New Employees/Volunteers to Provide a Current Expanded Criminal Background Check.

All offers of employment at University High School of Indiana, Inc. are contingent upon clear results of a thorough background check. Background checks will be conducted on all newly hired employees as well as individuals employed with any entity the school contracts with for services, if these individuals will have ongoing contract with students in the course of their employment.

Background checks will include:

- **Social Security** validates the applicant's social security number, date of birth and former addresses.
- **Multi-County Criminal** will be run on counties applicants have listed on the release form. This will include counties of past residence for a period of up to seven years.
- **Federal Criminal History** checks district courts for any crimes committed in violation of federal law.
- **Motor vehicle** provides a report on an individual's driving history in the state requested. These reports will also be reviewed annually by our auto insurance carrier.

The following additional search will be required if applicable to the position:

- **Credit history** confirms a candidate's credit history. This search is primarily for positions that involve management of the school's funds and/or handling cash.

Information obtained under this policy must be used in accordance with the law. Any individual employed by the school or an entity with which the school contracts for services has an obligation to notify the school of any offense that takes place subsequent to the beginning of employment.

Appendix B: Provide A List of Staff Members, Roles, Teaching Areas/Subjects, Indiana Educator License and Confirmation Of Expanded Criminal Background Check.

All employees have undergone criminal background checks as outlined in App A

Last Name	Role	Joined UHS	Education	School	Certified
Adams	Chemistry	2012	M.Ed. B.S. Chemistry Education	Indiana Wesleyan Indiana University	Indiana
Barger	Art	2006	B.A. Studio Art/Art History M.S. Art Education	Indiana University Indiana University	
Bollinger	Spanish	2000	B.A. M.A.	Universidad Nacional de Mar del Plata, Argentina University of Wisconsin-Milwaukee	
Bradley, Ca	Science Scheduler	2000	B.A. Biology M.A. Education	Middlebury College University of Michigan	Michigan
Bradley, Ch	History Registrar	1999	B.A. History B.A. Political Science	Michigan Honors College Michigan Honors College	
Clark	Math	2011	B.S. Urban Studies	Massachusetts Institute of Technology	
Cox	Math	2009	B.A. Math Education M.A. Applied Mathematics	University of Southern Indiana Indiana University	Indiana
Crawley	Science	2011	B.S. Religious Studies M.A. Physics	Ball State University Ball State University	Indiana
Dean	History	2001	A.B. European History M.A. British History J.D.	Bryn Mawr College UNC - Chapel Hill Indiana University	
Fadely	History Admin	2000	B.A. History M.A. History Pd. D. History	Hanover College Indiana University Indiana University	

Fitzgibbon	History	2009	B.A. History J.D. M.S. ed.	University of Pennsylvania University of Chicago Northwestern University	Indiana
Geter	Music	2004	B.M. M.M	Old Dominion University Indiana State University	
Gomez-Pastor	Spanish	2009	B.A. English Studies M.A.	University of Alicante (Spain) Illinois State University	
Krieble	History	2008	B.S. Social Studies Ed	Indiana State University	Indiana
LaMagdeleine	English Admin	2004	B.A. English M.A. English Writing	Butler University University of New Hampshire	
MacAllister	Media	2011	B.A. Educational Studies	Denison University	
Morrison	Math	2002	B.A.	Dartmouth University	
Napier	Math Admin	2003	B.A. Math B.A. Education M.S. Applied Math	Transylvania University Transylvania University Purdue University	N. Carolina
Northenscold	English	2011	B.A. English B.A. German Ed. M.	University of Michigan University of Michigan Harvard	Indiana
Priest	English	2006	B.A. Journalism	Indiana University	

			M.A. English Literature	Butler University	
Robisch	English	2009	Ph.D English	Purdue University	
Seldner	Spanish	2005	B.A. French M.S. French	Purdue University Purdue University	
Stover	Theater	2009	B.A. Theater	Indiana State University	
Summitt- Mann	Science	2009	B.S. Biology	Butler University	
Swann	French	2002	B.A. French B.A. Political Science M.A.T. Foreign Language	Purdue University Purdue University Purdue University	
Syrek	Tech	2006	B.S. Math	Aquinas College	
Thomas	English	2009	B.A. English B.A. History of Art M.A. Humanities	Brown University Brown University University of Chicago	
Thurman	History	2012	B.S. Social Studies Ed. M.A. History	Indiana University I.U.P.U.I.	Indiana
VanRooy	Art	2007	B.F.A. Print & Bookmaking	Indiana University	
Vesper	Science Admin	2003	B.S. Mathematics B.S. Physics M.A. Astronomy Ph.D. Astrophysics	Butler University Butler University Indiana University Indiana University	
Walerstein	Support	2006	B.S. Education M.S. Education	Buffalo State College Adelphi University	New York
Webster	English Head	2000	B.A. English M.A. Linguistics	Oakland University Oakland University	

Appendix C: Provide Evidence/Letter Confirming A Successful Inspection Of The School By The Indiana Department Of Health.

At the time of this report, University High School of Indiana is in the process of securing a successful inspection from Indian Department of Health. We have not been inspected since 2006 when our newest building was constructed and then opened. At that time there was no formal letter given. Our formal approval to open the campus for classes came from the Fire Marshall.

There is no food preparation on campus, so a re-inspection by the health department has not been a priority prior to reading the updated requirements for this Freeway petition. We are visited every couple of years by the state chemist to inspect for pesticides and general chemical usage.

Appendix D: Provide Evidence/Letter Confirming A Successful Inspection Of The School By The Indiana Department Of Homeland Security's State Fire Marshall.



FIRE INSPECTION COMPLIANCE REPORT
State Form 52711 (7-06)

INDIANA DEPARTMENT OF HOMELAND SECURITY
Division of Fire and Building Safety
302 West Washington Street, Room W246
Indianapolis, IN 46204

Identification number SC13241	Occupancy	Permit number
Address (number and street, city, state, and ZIP code) 2825 W. 116TH ST CARMEL		
Name of facility UNIVERSITY HIGH SCHOOL OF INDIANA	Telephone number ()	
Address (number and street, city, state, and ZIP code)		
Name of inspector MARC REYNOLDS	Contact person / owner CHUCK WEBSTER	
PROJECT INFORMATION	COMMENTS	
<input type="checkbox"/> New construction <input type="checkbox"/> Addition <input type="checkbox"/> Remodel <input type="checkbox"/> Occupancy change <input type="checkbox"/> Existing	<p style="text-align: center;">NO VIOLATIONS OBSERVED</p> <p style="text-align: center;">COMPLIED</p>	
INSPECTION CATEGORY		
<input type="checkbox"/> Initial <input type="checkbox"/> Annual <input checked="" type="checkbox"/> Reinspection <input type="checkbox"/> Complaint <input type="checkbox"/> Fire - follow up <input type="checkbox"/> Special endorsement		
INSPECTION LEVEL		
<input checked="" type="checkbox"/> Safety equipment found <input checked="" type="checkbox"/> Fire alarm system <input checked="" type="checkbox"/> Smoke detector system <input checked="" type="checkbox"/> Sprinkler system <input type="checkbox"/> Back-up generator <input type="checkbox"/> Kitchen hood system		
INSPECTION STATUS		
<input type="checkbox"/> Partial <input checked="" type="checkbox"/> Complete		
Signature of inspector <i>[Signature]</i>	Date (month, day, year) 5/28/08	Signature of contractor / owner / contact person <i>[Signature]</i>
<p>IF VIOLATIONS ARE LISTED ABOVE, PLEASE READ THIS: This Inspection Report provides you with a notice of any violations that were observed by the Fire and Building Safety inspector. If: (1) these violations are corrected; (2) a duly authorized representative of the owner certifies below that the violations have been corrected; and (3) the Division of Fire and Building Safety receives a copy of this certification and inspection report within _____ days of the date of inspection, this will be taken into consideration when the Division determines whether an enforcement order will be issued. If an enforcement order is issued, timely voluntary compliance may result in a reduced or no monetary penalty.</p> <p>The Division does not receive this certified Inspection Report within the above specified number of days, the Division will issue an enforcement order addressing these violations. An enforcement order may impose a number of different sanctions, which could include a penalty of up to \$250 per day for each violation.</p> <p>The undersigned attests that he/she is the owner or that he/she is the properly authorized representative, agent, member or officer of the owner and hereby certifies, subject to the penalties for perjury, that all of the violations listed on this Inspection Report have been corrected.</p>		
Signature <i>[Signature]</i>	Printed name James Napier	Title Asst. Headmaster
		Date (month, day, year) 5/28/2008