PREMIER HIGH SCHOOL OF INDIANAPOLIS

A CHARTER TRANSFER PROPOSAL BY RESPONSIVE EDUCATION SOLUTIONS, INC.

Established in 1998, Responsive Education Solutions, Inc. ("ResponsiveEd") is a 501(c)(3) nonprofit organization that:

- has established, and currently operates, more than **65 charter schools** throughout Texas and Arkansas;
- has been **approved** by both the Mayor's Office and the Indiana Charter School Board **to open open-enrollment charter schools** in Indianapolis in 2015;
- has **partnered with the Austin Independent School District ("AISD") and the Bill & Melinda Gates Foundation** to open Premier High School learning centers within two AISD campuses;
- is **accredited by AdvancED**;
- thanks the Mayor's Office for considering this charter transfer proposal; and
- looks forward to the opportunity to offer new, high-quality public school options to the children and families of Indianapolis.

www.premierhighschools.com

CHARTER APPLICANT INFORMATION SHEET

Name of Proposed Charter School: Premier High School of Indianapolis

Proposed School Address (if known): TBD

School District in which Proposed School would be located: Indianapolis Public Schools or Perry Township Schools

Legal Name of Group Applying for the Charter: Responsive Education Solutions, Inc.

Applicant's Designated Representative: Chris Baumann

Address: P.O. Box 292730, Lewisville, Texas 75029

Daytime telephone: 972.316.3663

E-mail address: cbaumann@responsiveed.com

The proposed school will open in the fall of school year: 2015-2016

Proposed Grade Levels & Total Student Enrollment

School Year	Grade Levels	Student Enrollment
First Year	9-12	120
Second Year	9-12	140
Third Year	9-12	160
Fourth Year	9-12	200
Fifth Year	9-12	200
Sixth Year	9-12	200
Seventh Year	9-12	200
Maximum	9-12	200

Is this a single-gender or co-educational school? No

If single-gender, please indicate who will be served by school: N/A

Are you planning to work with a management organization? Yes

If so, please indicate the name of management organization: Responsive Education Solutions, Inc.

Have you submitted this application to other authorizers? Yes

If so, please list the authorizer(s) and the date(s) of submission: This application was submitted to the Indiana Charter School Board in the fall of 2012. The Indiana Charter School Board approved the application on October 15, 2012.

Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application? No

If so, please indicate the name of the authorizer: N/A

Have you submitted any other application to an authorizer in the previous five (5) years? Yes

If so, please indicate the name of the authorizer, the date, and the name of the school on the application:

Responsive Education Solutions, Inc. has submitted the following applications to Indiana authorizers in the previous five (5) years:

Authorizer	Date	Name of School on Application
Indianapolis Office of the Mayor	Spring 2011	Premier High School of Indianapolis
Indiana Charter School Board	Spring 2012	Premier High School of Evansville, Premier High School of Gary, and Premier High School of Indianapolis
Indiana Charter School Board	Fall 2012	Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, and Premier High School of Indianapolis
Indianapolis Office of the Mayor	Fall 2013	Founders Classical Academy of Indianapolis

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INTRODUCTION

The Indiana Charter School Board ("ICSB") voted on October 15, 2012, to approve a modified version of the charter school application submitted by Responsive Education Solutions, Inc. ("ResponsiveEd") on August 20, 2012. As modified, the ICSB authorized ResponsiveEd to open one Premier High School in Indianapolis. See **"Appendix A: ICSB Charter Approval Letter."**

ResponsiveEd now seeks to transfer its ICSB charter to the Mayor's Office. As such, ResponsiveEd respectfully submits this charter transfer proposal to the Mayor's Office for consideration. The original 453-page charter proposal approved by the ICSB is submitted for consideration as part of this charter transfer proposal and may be viewed in its entirety at: http://www.in.gov/icsb/files/premierfullapplication082312.pdf. In addition, for the convenience of those at the Mayor's Office reviewing this charter transfer proposal, the information contained in that original proposal has been updated and provided here using the Prospectus template found in the "Application Handbook for Mayor-Sponsored Charter Schools (Fall 2014)."

NARRATIVE

I. Vision

A. Mission

The mission of PHS is to provide hope for students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners.

B. Need

On January 13, 2009, the Indiana General Assembly introduced House Bill 1343, authored by State Representative Cherrish Pryor, to address Indiana's dropout problem. The bill "[c]reate[d] the dropout prevention fund . . . to: (1) provide money for school corporation programs that identify students who are at risk of dropping out of school; and (2) provide appropriate interventions for those students." The bill became law on July 1, 2009, and is now codified in IC 20-20-37. Today, while Indiana has experienced improvements since House Bill 1343 was passed, Indiana students are still in need of high-quality academic programs geared at ensuring high school completion.

According to a national analysis conducted by John Hopkins University in 2007, ten Indiana high schools were considered "dropout factories," meaning that 60% or less of students who entered the school did not make it to their senior year. Of the ten schools, six were located in Indianapolis. Additionally, a review of the published graduation rates for that same period indicates low outcomes for Indianapolis at 47%. Additionally, according to its 2011 Annual Performance Report, IPS had 682 students drop out of its high schools from 2010-11 to 2012-13. Even at full capacity (which is not scheduled to be met until fall of 2018), PHS would only be able to serve 29% (200) of these students.

While Indianapolis charter schools such as The Excel Center™ and Christel House® DORS effectively serve adults who have dropped out of school, PHS will focus on expanding the educational options currently available to those school age students who have dropped out of school or who are at risk of doing so. PHS will accomplish this goal by implementing a program that is uniquely tailored to the unique learning styles and needs of such students (e.g., flexible schedules, personalized instruction, character education, use of technology, etc.), thus fulfilling one of the primary purposes of Indiana charter schools.[1] That the PHS methodology is effective in accomplishing this goal has been demonstrated by its successful implementation in over 30 campuses over the past 15 years.

C. Goals

In addition to common indicators of performance established by the Mayor's Office under the Performance Framework, PHS will have its success measured by its performance relative to the following school-specific indicators developed to reflect the School's mission and unique goals:

1. Educational Performance Goals

a. Goal 1: Diploma

Mission Statement	The mission of PHS is to provide hope for students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners.
Performance Goal	Students will earn a diploma. Because students may be at risk of dropping out for reasons other than academic ability, the type of diploma will be determined by the student's individual learning plan.
Performance Indicators	This goal will be measured by the percent of students who, having been enrolled in PHS for two or more years, earn a diploma.
Assessment Tools and Measures	N/A
Attachments	N/A
Rationale for Goal and Measures	Because the primary focus of PHS is dropout prevention and recovery, earning a diploma is central to its purpose.
Assessment Reliability and Scoring Consistency	N/A
Baseline Data	N/A
3rd-Year Targets	• Does not meet standard: Fewer than 75% of students who have been enrolled with PHS for two or more years go on to earn a diploma.

[1] *See* IC 20-24-2-1(1) ("A charter school may be established . . . to . . . [s]erve the different learning styles and needs of public school children.").

	• Approaching standard: 75% to 85% of students who have been enrolled with PHS for two or more years go on to earn a diploma. • Meets standard: 86% to 95% of students who have been enrolled with PHS for two or more years go on to earn a diploma. • Exceeds standard: 96% or more of students who have been enrolled with PHS for two or more years go on to earn a diploma.
6th-Year Targets	• Does not meet standard: Fewer than 80% of students who have been enrolled with PHS for two or more years go on to earn a diploma. • Approaching standard: 80% to 90% of students who have been enrolled with PHS for two or more years go on to earn a diploma. • Meets standard: 90% to 95% of students who have been enrolled with PHS for two or more years go on to earn a diploma. • Exceeds standard: 96% or more of students who have been enrolled with PHS for two or more years go on to earn a diploma.

b. Goal 2: End-of-Course Assessments (ECA)

Mission Statement	The mission of PHS is to provide hope for students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners.
Performance Goal	Students will pass the Algebra I and English 10 ECAs.
Performance Indicators	This goal will be measured by the percent of students who, having completed Algebra I and English 10 at PHS, pass the corresponding ECA prior to graduation.
Assessment Tools and Measures	Algebra I and English 10 ECAs
Attachments	N/A
Rationale for Goal and Measures	Because the primary focus of PHS is dropout prevention and recovery, earning a diploma is central to its purpose. Absent qualifying for a waiver (i.e., Evidence-Based, or Work Readiness), passing the ECA is a requirement to earn a high school diploma.
Assessment Reliability and Scoring Consistency	N/A
Baseline Data	N/A
3rd-Year Targets	• Does not meet standard: Fewer than 50% of students who have completed Algebra I and English 10 at PHS

	passed the corresponding ECA prior to graduation. • Approaching standard: 50% to 60% of students who have completed Algebra I and English 10 at PHS passed the corresponding ECA prior to graduation. • Meets standard: 61% to 70% of students who have completed Algebra I and English 10 at PHS passed the corresponding ECA prior to graduation. • Exceeds standard: 71% or more of students who have completed Algebra I and English 10 at PHS passed the corresponding ECA prior to graduation.
6th-Year Targets	• Does not meet standard: Fewer than 60% of students who have completed Algebra I and English 10 at PHS passed the corresponding ECA prior to graduation. • Approaching standard: 60% to 70% of students who have completed Algebra I and English 10 at PHS passed the corresponding ECA prior to graduation. • Meets standard: 71% to 80% of students who have completed Algebra I and English 10 at PHS passed the corresponding ECA prior to graduation. • Exceeds standard: 81% or more of students who have completed Algebra I and English 10 at PHS passed the corresponding ECA prior to graduation.

c. Goal 3: Character Development

Mission Statement	The mission of PHS is to provide hope for students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners.
Performance Goal	Students will receive structured character-based education.
Performance Indicators	This goal will be measured by the character-based education programs being implemented at PHS.
Assessment Tools and Measures	Monthly Leadership Meetings conducted by the Mayor's Office.
Attachments	N/A
Rationale for Goal and Measures	Education involves more than the accumulation of knowledge. While a diploma is sure to open economic doors to its possessor, it does not make an individual a better son/daughter, sibling, friend, mother/father, or citizen. For this reason, PHS will provide students with a structured character-based learning environment.
Assessment Reliability and Scoring Consistency	N/A
Baseline Data	N/A
3rd-Year Targets	• Does not meet standard: It is not evident from a review

	of PHS classrooms and curriculum that structured character-based education programs are being implemented in the school. • Approaching standard: N/A • Meets standard: It is evident from a review of PHS classrooms and curriculum that structured character-based education programs are being implemented in the school. • Exceeds standard: N/A
6th-Year Targets	• Does not meet standard: It is not evident from a review of PHS classrooms and curriculum that structured character-based education programs are being implemented in the school. • Approaching standard: N/A • Meets standard: It is evident from a review of PHS classrooms and curriculum that structured character-based education programs are being implemented in the school. • Exceeds standard: N/A

2. Organizational Viability

a. Goal 1: Parental Satisfaction

Mission Statement	The mission of PHS is to provide hope for students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners.
Performance Goal	PHS will attain high levels of parent satisfaction.
Performance Indicators	This goal will be measured by the School's ability to meet the expectations its parents regarding the overall quality of the PHS educational program.
Assessment Tools and Measures	Parent surveys.
Attachments	N/A
Rationale for Goal and Measures	The long-term success of any school is dependent on its ability to meet the expectations of the parents it serves.
Assessment Reliability and Scoring Consistency	N/A
Baseline Data	N/A
3rd-Year Targets	• Does not meet standard: Fewer than 60% of parents responding to the survey are satisfied with the overall quality of the PHS educational program. • Approaching standard: 60% to 70% of parents responding to the survey are satisfied with the overall

	quality of the PHS educational program. • Meets standard: 71% to 80% of parents responding to the survey are satisfied with the overall quality of the PHS educational program. • Exceeds standard: 81% or more of parents responding to the survey are satisfied with the overall quality of the PHS educational program.
6th-Year Targets	• Does not meet standard: Fewer than 70% of parents responding to the survey are satisfied with the overall quality of the PHS educational program. • Approaching standard: 70% to 80% of parents responding to the survey are satisfied with the overall quality of the PHS educational program. • Meets standard: 81% to 90% of parents responding to the survey are satisfied with the overall quality of the PHS educational program. • Exceeds standard: 91% or more of parents responding to the survey are satisfied with the overall quality of the PHS educational program.

b. Goal 2: Parental Partnerships

Mission Statement	The mission of PHS is to provide hope for students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners.
Performance Goal	PHS will develop meaningful parental partnerships to improve volunteer engagement.
Performance Indicators	This goal will be measured by the School's ability to engage parents in providing services to the students of PHS.
Assessment Tools and Measures	Volunteer activity logs will be used to measure this goal.
Attachments	N/A
Rationale for Goal and Measures	The long-term success of any school is dependent on its ability to involve the parents it serves.
Assessment Reliability and Scoring Consistency	N/A
Baseline Data	N/A
3rd-Year Targets	• Does not meet standard: Fewer than 5% of parents volunteer an average of three hours each month. • Approaching standard: 5% to 9% of parents volunteer an average of three hours each month. • Meets standard: 10% of parents volunteer an average of three hours each month. • Exceeds standard: 11% or more of parents volunteer an

	average of three hours each month.
6th-Year Targets	• Does not meet standard: Fewer than 15% of parents volunteer an average of three hours each month. • Approaching standard: 15% to 19% of parents volunteer an average of three hours each month. • Meets standard: 20% of parents volunteer an average of three hours each month. • Exceeds standard: 21% or more of parents volunteer an average of three hours each month.

II. Educational Services Provided

A. Educational Model

1. Model and Research

The PHS educational philosophy is based on the School's mission to provide hope for students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners.

a. Innovative and Personalized

The traditional educational system is regulated by a fixed sequential pacing and strict scope of content dependent on a teacher. In such a system, teachers have been trained to believe their primary role is to possess content knowledge and to spend the maximum portions of their workday speaking that knowledge to students. The students must catch the verbalized content, participate in reinforcing tasks such as note-taking or textbook reviews, and replicate the "learned content" on tests, quizzes or homework. Consequently, such a system is "teacher-centric," focusing on the teaching process and making the teacher the primary centerpiece in the process. And while there may be some direct instruction strategies that are effective, merely verbalizing content in lecture fashion requires learner-capacity skills that may not be present or developed in some students—especially those students currently at risk of dropping out of school.

Instead, educational systems must be "student-centric," making the learning process of the student the primary centerpiece of the system. The focus of PHS, from the first day students walk through the door, is differentiation (i.e., personalization). Each student comes to PHS unique. Learning styles, strengths and weaknesses, and personal skill sets are all part of each student. Recognizing these differences, and creating differentiated approaches for each, is the heart of the PHS learning system.

<u>The unique quality of PHS is its distinct focus on the learning process rather than the teaching process</u>. PHS accomplishes this through the PHS "3D Learning System":

- Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a student's academic journey);

- Delivery (i.e., the process of transferring or replicating information); and
- Data (i.e., the process of gathering, assessing and charting the journey according to results).

1) Diagnostics

If education focuses on the "teaching" process, there is no need to measure or evaluate learning. In order to provide effective academic progress, educators must focus on the "learning" process. Many educators ask themselves at the end of the day, "Did I teach everything I should have taught?" This is the wrong question. The appropriate question is, "Did my students learn everything they should have learned?" The first step in a system designed on the learning experience is diagnostics. No student should enter a potential learning environment without a research-based diagnostic process. Without this process, two crucial elements of an effective experience are lost: (1) proper placement of the student in the environment, and (2) a learning plan based on the student's specific needs, strengths, and learning styles.

In most situations, diagnostics only appear in the form of reviewing a student's records (e.g. report cards, transcripts, etc.). While showing evidence of the academic "location" (e.g., tenth grade, number of credits, etc.), a cursory review of records is not an effective diagnostic. Students are placed without assessing true content knowledge. Learning styles, academic needs, and cognitive strengths are never measured. This lack of attention to the individual child can be indicative of a standardized system of education that ignores differentiation. An effective battery of diagnostic tests must be utilized before the student's placement and plan are determined. Consequently, PHS addresses the following diagnostic testing concerns through the use of an effective battery of diagnostic tests:

- Grade Equivalency
- Credit or Grade Achievement
- Literacy Usage and Content
- Math Competency
- Learning Style Inventories
- Information Processing Skills
- Student Engagement Assessment

In so doing, the PHS diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

2) Delivery

The process of transferring or replicating information is known as "delivery." There are many means by which a student may receive information. Many times, educators depend on one style of delivery. This practice can seriously hinder the learning process because of the diverse differentiated learning styles

of the students in a classroom. Therefore, it is important to have a blend of delivery choices when addressing the individual learning for each student.

Just as there are styles of learning, there are also styles (types) of instructing or teaching students. PHS teachers will be trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student's learning plan, teaching a classroom of students, or supervising the learning process:

- Direct Instruction (i.e., a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information),
- Independent Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator when necessary),
- Accelerated Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator when necessary, and defined by technology-based programs), and
- Connected Instruction (i.e., a style of instruction centered on a project-based environment).

As demonstrated by the following chart, each of these styles is defined by seven characteristics:

- Who (or what) directs the instruction?
- Who paces the learning process?
- Who is central to the process?
- How much structure is needed?
- What level of content is typical?
- How much differentiation (or individualization) is possible?
- What are the specific transfer modes?
- What type of learning occurs?

	Direct Instruction	**Independent Instruction**	**Accelerated Instruction**	**Connected Instruction**
Directs	Teacher	Student	Technology	Student
Paces	Teacher	Student	Student	Student
Central	Teacher	Learner	Learner	Learner
Structure	High	Moderate	Moderate	Low
Content Level	Rich	Rich	Rich	Complex
Mode	Classroom	Paper	Technology	Project
Differentiation	Low	Moderate	High	High
Learning	Structured	Structured	Structured	Challenge

While the distribution will vary slightly according to the needs of the individual student, PHS will implement the following differentiated styles of instruction:

- Direct Instruction 10%
- Independent or Accelerated Instruction 60%
- Connected Instruction 30%

Based on this delivery method, the student's work environment will demonstrate the following characteristics:

- Student will be in a cohort environment.
- Student will use technology or paper-based models to address subjects according to diagnosed student profiles and learning plans.
- Student will be involved in content progression in a concentrated 3 hour format.
- Learning labs will be utilized for independent and accelerated instruction.
- Students will be involved in state testing preparation for ½ hour.
- Students will be involved in project-based "learning-style specific" learning experiences for the balance of the school day.
- Student's learning styles are diagnosed and integrated by educators.

3) Data

PHS will implement data-driven decision making, three primary features of which are:

- Data will always focus on results rather than intentions.
- Data will always focus on relevance of information.
- Data will always focus on redirection as necessary.

The heart of "difference-making" instruction is the monitoring of instruction. If success is to be a systemic foundation for an educational institution, the process of gathering and using data must be a required component of the campus. Data that drives decisions has some distinctive characteristics that set it apart from diagnostics.

a) Gathering Data

The process of gathering data is a purposeful and intentional system of bringing together results for review. This is done for individual students as well as campus.

i. Types of Data

Benchmarks, based on learned and projected content, will be used to mark student's current knowledge and set goals for learning achievement. Formative assessments, sometimes given before content is delivered, will set a baseline of knowledge that students already possess and inform educators of content needs that students have in subjects and disciplines. Knowing what should be taught and learned is important. Summative assessments give a summary profile of learned content. If students have not learned what they should have learned, it is vital that educator know this. The focus of a learning organization is learning. Formative and summative assessments provide an intentional purpose for data.

ii. Relevance of Data

Gathered data that drives decisions must be relevant. In order to focus on learning, educators must know the body of content necessary for success. State-mandated testing is a reality in most schools. When gathering data for academic decisions, students should be assessed on content that is relative to the requirements of testing realities.

iii. Timely Data

Benchmarking, as well as any assessments, will be timely and planned. Many times, caught up in the consistent demands of working with children, educators delay benchmarking until it becomes urgent and counterproductive. Gathering data will be a system that is built into the school calendar.

b) Assessment of Data

Gathering data is only the first step in decision making. Once the data has been gathered, PHS will use the data to formulate learning plans and campus activities. A careful review (assessment) of a student's performance can inform educators as to the steps needed for improvement and success.

i. Autopsy Data

Often data is nothing more than an assessment **of** learning. This slicing of data is similar to a medical autopsy to make determinations as to what happened. This type of assessment is a picture that is taken after it's too late to do something to prevent or affect outcomes.

ii. Biopsy Data

The most effective assessment is used to make decisions **for** learning. This slicing of data is similar to a biopsy. The data is reviewed in order to see if there are problems and make decisions that can address those problems. The process of data gathering and assessment should always be done to affect learning.

c) Creating Change

All data should create change. If educators seriously focus on improvement and success, data must be gathered, used and valued. Campus decisions will always be directly linked back to data and plans should always be aligned for improvement. It is true that data can be manipulated and modified to support structures already in place. Measuring irrelevant components, slicing the data in methods that give insignificant results, and articulating skewed data can lead to false and misleading information. True assessment of data that measures current realities provides honest and clear

information that creates change that leads to improvement. The single most important characteristic of learning is improvement. Education demands improvement.

d) Interventions

If we are truly involved with individual progress, monitoring, and success, there must be interventions embedded in the daily life of the school. Campus academic operations will include a set strategy of increasingly intensive steps to take when a student is not learning or progressing at an effective pace. This involves scheduled team meetings, assessments, and strategies.

i. Team Meetings

Teams will be composed of all educators and administration. Collaboration must occur to assess student and campus progress. Meeting agendas will include the following tasks:

- Identify and map objectives
- Create schedules for learning
- Develop formative assessments
- Establish criteria for success
- Assess student progress
- Assign interventions

ii. Formative Assessments

The School will conduct periodic assessments to gather data. Educators will use the results to monitor student progress. Intervention strategies will be assigned for students not learning. These strategies will be by direction rather than invitation.

iii. Intervention Strategies

These strategies are designed to focus on the individual student and prevent learning gaps from occurring and developing. The list provided is not inclusive and can be modified.

- **Student-Centered**
  - Two co-curricular activities
  - Peer mentors
  - Student council watch
  - Privilege systems

- **Faculty-Centered**
  - Faculty advisors (cohorts)
  - Team attendance meetings

    - Good Friend advisors
    - Guided study

- **Parent-Centered**
    - Parent Monitoring
    - Parent communications
    - Three-week progress reports
    - Daily progress reports

b. Results

Having been successfully implemented over the past 15 years in more than 30 public charter schools, PHS's educational model has a proven track record of meeting the diverse needs of at-risk students and improving student performance.

Most recently, during the 2013-14 school year, of the 10 largest Texas Alternative Education Accountability Districts, Premier High Schools outperformed all others on the relevant state assessments.

2013-14 State Assessment Passing Percentage	
Premier High Schools	72%
District 2	65%
District 3	57%
District 4	52%
District 5	49%
District 6	47%
District 7	43%
District 8	41%
District 9	38%
District 10	15%

And while academic statistics are a valuable indicator of a school's success, there's nothing quite as inspiring as hearing from the actual students who have experienced that success. The following are links to short 2-4 minute videos featuring the testimonies of a few students who have attended Premier High Schools:

- Various: http://vimeo.com/10187238
- Cruz Cardena: http://vimeo.com/51687335
- Fernanda Ochoa: http://vimeo.com/43427146

2. Culture

At PHS, education involves more than the accumulation of knowledge. While a diploma is sure to open economic doors, it does not make an individual a better son/daughter, sibling, friend, mother/father, or citizen. For this reason, PHS provides students with a character-based learning environment. At PHS, students are trained to be independent leaders with character.

a. Character

At PHS, the foundation of character development is more than an isolated curricular subject, it is infused into the very curriculum itself. PHS utilizes the "Character First" curriculum to teach the primary universal qualities of good character and social interactions. These "Character First" qualities include:

Attentiveness	Responsibility	Diligence	Dependability
Obedience	Patience	Loyalty	Thoroughness
Truthfulness	Initiative	Hospitality	Determination
Gratefulness	Self-control	Sensitivity	Thriftiness
Generosity	Punctuality	Enthusiasm	Availability
Orderliness	Resourcefulness	Flexibility	Deference
Forgiveness	Discretion	Discernment	Compassion
Sincerity	Tolerance	Cautiousness	Persuasiveness
Virtue	Creativity	Boldness	Wisdom

b. Leaders

Building on a foundation of character, students are taught to be leaders. Students are taught that they are not just children waiting to assume leadership when they are adults. They have the capacity to lead in their school and communities now. PHS utilizes the "Seven Habits" concept first documented by Stephen Covey to train, guide, and teach students to lead.[2] These "Seven Habits for Effective Students" include:

- Be proactive
- Begin with the end in mind
- Put first things first
- Think win-win
- First understand, then be understood
- Synergize
- Sharpen the saw

A PHS campus is rich in visual reminders of the Seven Habits. Teachers and administrators integrate the habits into the entire campus culture and community. The habits are the maturing process of a student's growth and learning. Students are expected to develop and practice the habits at school, home, and in their daily life.

3. Calendar

PHS will mirror the school calendar for Indianapolis Public Schools. A typical school day will be organized for instruction, independent study, and extra- or co-curricular activities as follows:

[2] *See* Stephen R. Covey, *The Seven Habits of Highly Effective People* (1989).

Time	Minutes	Activity
8:00 a.m. to 8:15 a.m.	15	Morning assembly.
8:15 a.m. to Noon	225	Student engages in independent learning, utilizing technology or paper-based models to address subjects according to diagnosed student profiles and learning plans.
Noon to 12:30 p.m.	30	Lunch
12:30 p.m. to 1:15 p.m.	45	Student engages in pull-outs designed to provide direct instruction on a regular basis. Student given an opportunity to dialogue with other students and teachers and receives direct feedback that can be effective for motivation and student engagement.
1:15 p.m. to 2:15 p.m.	60	Student engages in state testing preparation, utilizing direct instruction, technology, and/or paper-based models.
2:15 p.m. to 3:00 p.m.	45	Student engages in project-based "learning-style specific" learning experiences.
3:00 p.m. to 5:00 p.m.	120	Students who are in need of additional assistance may engage in academic tutorials.

4. A Day in the Life

a. Student

A typical PHS student starts each day working on a beginning of the day warm-up activity and then moves into a Knowledge Unit as prescribed by their Individual Graduation Plan and Daily Goal Card. The student uses their Daily Goal Card to determine each day's activities in all subjects, including when they plan to take the Knowledge Unit test.

Each student's day is broken up by one to two pullouts—one for science and one for math—during which time the student receives direct instruction in core content and state assessment preparation material. In the student's homeroom, the student will work on math, science, social studies, English and elective classes. The student may use technology in the learning center to work on state preparation software programs, online curriculum, network based computer curriculum, or uses the Internet to research or differentiate their coursework.

Throughout their day, the student may also access content area pullout teachers for open tutorial time and one-on-one attention in specific courses, as applicable. In

one school day, the typical student will spend time working independently, with a teacher or with other students working on material collaboratively.

b. Teacher

A typical day for a Lead Teacher on a PHS campus starts by getting students situated and school related materials distributed so that students can begin working as soon as the school day starts. Each day begins with an academic warm-up activity created by the Lead Teacher. The Lead Teacher physically walks around and checks in with each student to determine what curricular activities the student plans to work on based on that student's Individual Graduation Plan, Daily Goal Card, and content area and state preparation pullout schedule.

The Lead Teacher ensures that students are working on the proper material and being productive through active monitoring. Congratulations Slips are then distributed to students for passing Knowledge Unit grades, each with a star sticker to be placed on the Academic Progress Chart. Students are assigned computers for predetermined amounts of time so that they can work on the state assessment preparation software program. Students are rotated through the available computers throughout the day.

The remainder of the typical academic day is filled by answering student requests for academic help, individual and group tutoring, academic advising, behavioral redirection/documentation, participating in parent conferences (in person, via email or on the phone). Students required to attend pullouts are monitored to ensure they are where they need to be when they are scheduled to be there. Attendance is taken at the designated time and students with attendance issues are noted for parental intervention and contact. Knowledge Unit test frequency and passing rates are evaluated for each student, academic advising is administered as necessary, and parents are contacted as needed. Detentions, Extended Day Tutorials, and Saturday Schools are assigned and students/parents are notified.

At the end of the academic day, the Daily Goal Cards are checked by the Lead Teacher, initialed if complete and homework is assigned if progress was not made. The end of each day is dedicated to character education during which time the Lead Teacher facilitates the completion of character education related materials, facilitates a character education related discussion or asks students to complete independent research in a small group format on a predetermined character related topic. Once the students leave campus, Knowledge Unit Tests are graded, grades are entered into both the electronic grade book, Applidesk, and the paper grade book and Congratulations Slips are made in preparation for the next academic day. Lead Teachers also generate the next day's beginning-of-the-day warm-up activity at the end of the academic day.

5. Discipline

Please see **"Appendix B: Sample Discipline Plan,"** for a copy of the School's sample discipline plan.

B. Curriculum

Over the past 15 years, ResponsiveEd's team of 30+ writers, editors, proofreaders, and graphic artists have developed an innovative, individualized curriculum for use in the campuses it operates. The curriculum is currently fully aligned to the Texas State standards. An initial review indicates that it also fully meets Indiana State standards as well as the Common Core standards. Furthermore, each year, ResponsiveEd engages in a complete curriculum review in order to maintain continued alignment with all academic standards.

C. Assessment

PHS will measure student academic progress utilizing the following assessments:

1. End-of-Course Assessments ("ECAs"),
2. Indiana Modified Achievement Standards Test ("IMAST"),
3. Indiana Standards Tool for Alternate Reporting ("ISTAR"),
4. Indiana Statewide Testing for Educational Progress Plus ("ISTEP+"),
5. LAS Links English Proficiency Assessment,
6. Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") exam, and
7. PHS Mastery-Based Curriculum.

Of the assessments mentioned above, the assessments contained in the PHS Mastery-Based Curriculum require additional explanation.

PHS uses several diagnostic and prescriptive tools to assess the learning capacity, knowledge base, and content level of each student. These tools provide a systemic measurement for progress. The PHS core curriculum for all subjects has measurement and assessments embedded within the material.

Students are instructed on learning expectations for each unit of study. Each subject is segmented with a scope-and-sequence that breaks new knowledge down into 10 content units. Each day, the student sets daily goals for the area of discipline. As students work through each section, there are embedded section check-ups that require students to successfully master the section and gain deeper understanding of the material. Each major portion of the material is delineated by section quizzes which call for successful mastery and development of higher order thinking skills. At the end of each unit is a mastery-based exam that provides an exhaustive review of the entire unit. Students must achieve a level of mastery on the test before being allowed to progress to the next unit.

PHS also provides a centralized system for monitoring student progress. School staff record progress for each student in Applidesk, PHS's proprietary learning management system. School staff monitor each student, develop individual and campus reports, review and collaborate on student progress, then develop specific plans to address any issues related to student progress and success. This process provides a comprehensive effort in ensuring that students are being monitored, issues are being addressed, and measurements are systemic and effective.

D. Special Student Populations

1. Limited English Proficiency ("LEP") Students

a. Establishment of Policies and Procedures

PHS shall administer a Home Language Survey to identify the first/native language(s) of all students enrolled in the School. The Home Language Survey shall elicit the following information:

- What is the native language of the student?
- What language(s) is spoken most often by the student?
- What language(s) is spoken by the student in the home?

Two steps are necessary to implement this process.

- Administer the Home Language survey to all students enrolled in the School.
- Use the Home Language Survey in the enrollment process to identify the native language of each new student at the time of enrollment into the School.

Documentation of a student's native language shall be recorded in the permanent record. PHS shall implement an identification procedure to survey all students in the School with the above three questions.

As required by the "No Child Left Behind Act," PHS will assess all students whose first language is other than English to determine whether a student is Fluent English Proficient ("FEP," see level 5 below) or Limited-English Proficient ("LEP," see levels 1-4 below). Each spring, all LEP students must participate in the LAS Links English proficiency assessment. Newly-enrolling students must be assessed for identification as LEP using the LAS Links Placement Test within thirty (30) calendar days of enrollment at the beginning of the school year or within two (2) weeks during the school year.

Assessment shall, to the extent possible, include listening, speaking, reading, and writing abilities, as well as academic achievement. Language proficiency levels are described below:

1. Beginner (Level 1): Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.

2. Early Intermediate (Level 2): Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.

3. Intermediate (Level 3): Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while

exhibiting many errors of convention) and need support in academic language.

4. Advanced (Level 4): Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.

5. Fluent English Proficient (Level 5): Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

NOTE: Oral language skills will not be the sole criterion for determining language proficiency. Academic achievement and writing and reading abilities in English must also be considered as assessed with the LAS Links English proficiency assessment.

PHS will establish standards for placement of language minority students into instructional programs in accordance with the following criteria:

1. Students must be placed age appropriately.

2. If the student is fluent English proficient, placement will be in the regular instructional program.

3. If the student is limited-English proficient, placement will be made into an appropriate instructional program that provides English language development for a minimum of one (1) hour daily.

4. Review previous educational records of students to determine the grade level attained in his/her home country.

PHS will provide equal educational opportunity to language minority students with the appropriate level of English language development to allow for meaningful participation of language minority students in the School's educational program. Such instruction shall take place during the regular school day. A minimum of one (1) hour daily is appropriate for LEP students at English proficiency levels 1-4.

One or more of the following approaches to instruction may be used:

1. Transitional Bilingual Education ("TBE"): TBE is an instructional program in which subjects are taught through two languages—English and the native

language of the English language learners—and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and the student's native language is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the student's native language decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program. TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.

2. English as a Second Language ("ESL"): ESL is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component.

3. Pull-Out ESL: A program in which LEP students are "pulled out" of the regular, mainstream classrooms for special instruction in English as a second language.

4. Content-Based ESL: This approach to teaching ESL makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

5. English for Speakers of Other Languages ("ESOL"): English language development ("ELD") means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as ESL, "teaching English to speakers of other languages" (TESOL), ESOL. ELD, ESL, TESOL, or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.

6. Sheltered English: An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects.

7. Structured Immersion: In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language. The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.

PHS will have specific criteria established to safeguard appropriate placement and subsequent delivery of services to exceptional language minority students. The Pre-Referral process to Special Education should include an assessment in the native language and in English to provide evidence that difficulty exists in both languages. A referral should only be made after all other avenues have been explored and it has been determined that the child's needs cannot be met by the regular education program.

Retention of language minority students shall not be based solely upon English language proficiency. Appropriate classroom modifications should be made for each language minority student to ensure meaningful participation in the educational program.

PHS will continue to provide English language development services to LEP students until they attain an Overall/Composite score of Level 5 on the summative LAS Links English proficiency assessment. Services for Level 4 students may be modified based on the students' needs including:

- level of proficiency in each language domain, specifically reading and writing;
- ability to function well with grade level content area curriculum;
- level of academic achievement in the content areas; and
- input of ESL teacher and regular classroom teachers.

Upon the first Overall/Composite score of Level 5, students are exited from daily English language development services and reclassified as FEP for reporting purposes and they begin informal monitoring. At this point students no longer generate funding. The following spring, upon the attainment of the second Overall/Composite score of Level 5 on LAS Links, students enter the formal two-year monitoring period required by Title III to ensure continued academic success. After the second score of Level 5, students no longer participate in LAS Links.

PHS will ensure that LEP students in self-contained ESL/Bilingual classes are given as much opportunity as possible to interact with English speaking peers at lunch, recess, in art, music, physical education, and other elective classes.

PHS will provide evidence that communication between the School and the home, whether about language minority student progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home.

PHS maintain records that indicate the following:

- the native language of the student,
- the English language proficiency level of the student,
- the type and frequency of English language development services offered,
- the instructional and assessment adaptations made based on level of English proficiency, and
- other intervention strategies employed.

The method of maintaining this information for each language minority student is the Individual Learning Plan ("ILP"). ILPs are developed for each student, and updated annually, based on their Overall/Composite level of English proficiency on LAS Links. ILPs are developed by the ESL teacher in collaboration with the classroom teacher. Accommodations used on ISTEP+ must be those already in place for regular classroom instruction that are outlined on each ILP.

b. Report and Review

Public Law 221, continuous improvement for all students, encompasses the demonstration of growth of language minority students. Title III of NCLB requires annual improvement of students' English language proficiency as measured by the Annual Measurable Achievement Objectives ("AMAOs"). PHS will be responsible for demonstrating the effectiveness of its services to language minority students in its individual School Improvement Plans. Annual reporting of language minority data through the DOE-LM via the STN Application Center will be submitted to the Office of English Language Learning & Migrant Education.

c. Training

PHS will participate in training programs designed to help the development and implementation of these guidelines offered and facilitated by the Office of English Language Learning & Migrant Education including in-service and technical assistance. Other resources for staff development may include courses available through the Regional Educational Service Centers, various university level courses, annual conferences held by the Office of English Language Learning & Migrant Education, Indiana Teachers of English to Speakers of Other Languages ("INTESOL") and the and national Teachers of English to Speakers of Other Languages ("TESOL") and National Association of Bilingual Education ("NABE") conferences.

2. Special Education Students

a. Overview

PHS is committed to providing high quality instruction and appropriate supplemental services to students with special need. Accordingly, PHS will implement a comprehensive assessment to identify any students with disabilities and, for those identified for additional intervention, an Individualized Education Program ("IEP") will be developed to oversee services. The IEP (34 CFR 300.320-300.324) will include the following:

- a statement of the child's present levels of educational performance and how the child's disability affects the child's involvement and progress in the general curriculum;
- a statement of measurable annual goals, including benchmarks or short-term objectives;
- a statement of the special education and related services and supplementary aids and services to be provided to the child;
- an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in other activities;
- a statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;
- the projected date for the beginning of the services and modifications identified and the anticipated frequency, location, and duration of those services and modifications; and
- a statement of how progress toward annual goals will be measured and how the parents will be regularly informed, at least as often as parents of non-disabled students, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

PHS will provide special education and related services to a child with a disability in accordance with the child's IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not being successful. In addition, Extended School Year Services ("EYS") (34 CFR §300.106) will be provided to the child with a disability beyond the regular school year, as necessary in order to provide Free Appropriate Public Education ("FAPE") as determined by a child's IEP.

b. Identification of Students with Special Education Needs

In accordance with 34 CFR 300.301-300.311, the referral of students for a full and individual initial evaluation for possible special education services is a component of the School's overall general education Response to Intervention ("RTI") system. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, school personnel document the provision of interventions and refer the student for a full and individual initial evaluation.

PHS will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed before the initial provision of special education and related services and addresses if the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

Based on the requirements of 34 CFR 300.323**,** PHS shall have an IEP in effect for each identified student with a disability. PHS will ensure that the IEP is in effect before special education and related services are provided to an eligible child and that the IEP is implemented as soon as possible following the IEP committee meeting.

For a student who is new to PHS, a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

c. Evidence-based Instructional Programs, Practices, and Strategies

Inclusion, differentiated instruction, and interactive technology strategies will be implemented as appropriate for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. This can be done for the special needs learner with or without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in order to help them achieve the highest possible standards.

PHS will assure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to meet the student's IEP and overall educational needs (34CFR §300.114 - 300.116). In providing programs, services, and activities for students with disabilities, PHS shall first consider the least restrictive environment of the general education program. Special classes, separate schooling, or other removal of students with disabilities from the general education environment occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

PHS will provide a FAPE for students with disabilities in order to meet the need for special education and related services (34 CFR 300.115). This includes a variety of placements and makes provision for supplementary services to be provided in conjunction with general education classroom placement.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities and the same instructional regular school day as is provided to all other students. In addition, PHS will ensure that each child with a disability participates with non-disabled students in non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR 300.320.

d. Regular Evaluation and Monitoring

In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. In addition, the IEP team will also consider special factors such as: whether a child's behavior impedes his or her learning or the learning of others, whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP, and what the communication needs of the student are and whether the child needs assistive technology devices/services. Review of the IEP will occur annually or more frequently if the student is not being successful.

e. Promotion and Graduation for Students with Special Needs

Upon the recommendation of the IEP team, a student with disabilities who is receiving special education services may be permitted to graduate under the provisions of his or her IEP. A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a Certificate of Attendance. Even if the student participates in graduation ceremonies to receive the Certificate of Attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma. However, the student will only be allowed to participate in one graduation ceremony.

f. Qualified Staffing for Students with Special Education Needs

All special education personnel shall be certified, endorsed or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. PHS will employ, minimally, one certified special education teacher. Additional special education personnel (e.g., teachers, paraprofessionals, related service providers, etc.) will either be employed or contracted with depending on the students' needs at the campus.

Using a multi-certified and multi-strength staff provides students at PHS with tailor-made support services to meet each individual need.

3. Students Who Enter PHS Below Grade Level

PHS believes that if we are truly involved with individual progress, monitoring, and success, it is imperative that there be interventions embedded into the daily life of the school to address students who are functioning below grade level. School academic operations will include an established strategy of increasingly intensive steps when a student is not learning or progressing at an effective pace. The following measures will be implemented to monitor and ensure that students are making adequate academic progress:

a. Team Meetings

A collaborative team comprised of educators and administration will be established to address the following tasks:

1) Identify and map objectives
2) Create schedules for learning
3) Develop formative assessments
4) Establish criteria for success
5) Assess student progress
6) Assign interventions

b. Formative Assessments

PHS will conduct periodic assessments to gather data. Educators will utilize the results to monitor student progress. Intervention strategies will be assigned for students not learning.

c. Intervention Strategies

Students identified for additional assistance to ensure adequate academic performance will be engaged in intervention strategies that will focus on the individual needs of the student. Interventions strategies include, but are not be limited to:

1) Student Centered: two co-curricular activities, peer tutoring, student council monitoring, privilege system
2) Faculty Centered: faculty advisors, team attendance meetings, Good Friend advisors, guided study, tutoring
3) Parent Centered: parent monitoring, parent communications, mid-marking period progress reports, daily progress reports

4. Gifted Students

The personalized, self-paced nature of the PHS program is particularly conducive to those gifted students who may be seeking accelerated instruction. Such students will be able to move through the curriculum at an accelerated rate and take part in additional electives, AP courses, and/or dual-credit courses.

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

1. Enrollment

PHS intends to enroll students as follows:

School Year	Grade Levels	Student Enrollment
First Year	9-12	120
Second Year	9-12	140

Third Year	9-12	160
Fourth Year/Maximum	9-12	200

Because of the unique personalized, mastery-based, educational methodology implemented by PHS, students are not grouped according to grade level.

The rationale for the School's size is based on prior experience, which has shown that student body populations thrive within certain numerical boundaries. PHS has intentionally designed the campus to operate on a scale designed to create effective learning opportunities for each student.

2. Demand

ResponsiveEd has identified the proposed community for PHS based on an assessment of a variety of factors including, but not limited to, high school dropout rate, graduation rates, etc. The initial research, combined with ResponsiveEd's experiences in communities with similar demographics, indicates that there will be a sufficient demand for the schools for both our initial student capacity and the projected growth rates.

3. Recruitment

In the months leading up to the first day of school, PHS will launch a professional, systematic, research-based, and dynamic public awareness campaign (a graphical representation of which is provided on the following page). The campaign will utilize a blend of marketing, advertising, public relations, and community engagement to generate awareness of, and interest in, the School. The responsibilities for this process will be split between the School's central administrative marketing staff and regional and campus leadership on the ground in the community.

The public awareness campaign involves the use of a variety of high quality, well-designed, publicity materials. These resources include, but are not limited to:

a. Brochures
b. Website: http://premierhighschools.com/
c. Newspaper advertisements
d. Press releases
e. Radio advertisements
f. Flyers
g. Postcards
h. Direct Mail

The intended—and historically realized—results of such campaigns have been two-fold: (1) support for the school by community leaders, and (2) student enrollment.

PREMIER SUMMER CAMPAIGN & ENROLLMENT PROCESS

EVERY DOOR DIRECT MAIL
8.5" x 11" Flyer
Quantity: 110,000

DIRECT MAIL PACKET
English (Front)/Spanish (Back) Letter
Student Application for Admission
8.5" x 11" Flyer
Quantity: 130,000

Follow-Up Post Card
11" x 6" Post Card
Quantity: 130,000

INTERESTED STUDENTS

ATTEND *or* VISIT

OPEN HOUSE

CAMPUS LANDING PAGE

APPLICATION PAGE

UNIQUE CAMPUS 800 #

CAPTURE LEADS

STUDENT COMMUNICATION CENTER

Interested parents and students will be encouraged to complete a Student Application for Admission.

Students with more questions will be directed to the Open Houses.

Interested students will be led through the Student Application for Admission.

There is no history of student disciplinary issues. Student lives in the correct area of residence.

ADMITTED!

Student is then scheduled for Group Orientation.

GROUP ORIENTATION
Monday and Friday at 4 p.m.
Tuesday and Thursday at 10 a.m.
Wednesday at 6 p.m.
Complete Enrollment Packet
Campus Director reviews Enrollment Form, Health Form, At-Risk Indicators, Special Ed, 504 Form, and provides checklist of documents for student to bring.

Once completed Student Enrollment Packet and key documents are submitted, the student is

ENROLLED!

NEXT STEP: *Provide Hope and Change Lives*

4. Allocation of Seats if Demand Exceeds Capacity

If the number of eligible applicants does not exceed the number of vacancies for the building, then all qualified applicants who have timely applied will be offered admission. If there are more eligible applicants than available spaces in the building, then a lottery will be conducted by random drawing in a public meeting at a time set by the administration each year.[3] A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name is drawn will be offered admission. Notification will be made by telephone, e-mail, or U.S. Postal Service. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within three (3) business days of a post-marked letter, will forfeit his/her position in the application process. Parents or guardians notified by mail will be instructed to call the school immediately upon receipt of the notice in order to preserve their child's position in the lottery. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

Exceptions: PHS will exempt from the lottery students already admitted and siblings of students already admitted.[4]

B. Governance and Management

1. Organizational Structure

The organizational structure of PHS is illustrated as follows: (1) Local Indiana Nonprofit Organization, (2) ResponsiveEd, (3) Superintendent, (4) Regional Director, (5) Campus Director, and (6) Teachers/Paraprofessionals.

2. Roles and Responsibilities of School Leaders

a. Local Indiana Nonprofit

ResponsiveEd will establish or partner with a local Indiana nonprofit 501(c)(3) to serve as the governing authority and charter holder of PHS. As such, the Local Indiana Nonprofit Organization shall be structurally independent of ResponsiveEd and shall—in accordance with applicable law and the charter agreement—set and approve broad policies for the School, such as the budget, curriculum, student conduct, school calendars, and dispute resolution procedures.

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[3] *See* IND. CODE § 20-24-5-5(b) ("The organizer must determine which of the applicants will be admitted to the charter school or the program, class, grade level, or building by random drawing in a public meeting.").

[4] *See* IND. CODE § 20-24-5-5(c) ("A charter school may limit new admissions to the charter school to: (1) ensure that a student who attends the charter school during a school year may continue to attend the charter school in subsequent years; and (2) allow the siblings of a student who attends a charter school to attend the charter school.").

b. ResponsiveEd

Under the governance of the Local Indiana Nonprofit Organization, ResponsiveEd (or its subsidiary) will provide complete turnkey charter management services to the School, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, professional development, child nutrition, risk management, media relations, policy development, etc.

c. Superintendent

Employed by ResponsiveEd, the Superintendent shall have final decision-making authority for PHS in the area of hiring and firing of the Regional Director and Campus Director and will oversee the primary financial and administrative management responsibility for PHS, including, but not limited to: (1) personnel and payroll administration; (2) professional development/training; (3) curriculum and testing; (4) contract administration; (5) accounting, budgeting, cash management, and financial reporting; (6) information management systems; (7) insurance; (8) child nutrition services; (9) marketing and recruitment; and (10) public relations activities.

d. Regional Director

Employed by ResponsiveEd, the Regional Director will have primary responsibility for the implementation of the School's academic programs and systems, will oversee all professional development activities, will be responsible for the educational welfare of the students, and will lead in the development of the educational goals of the community. The Regional Director will promote a shared vision of what the School should be to all stakeholders. In addition, the Regional Director will oversee the development of the culture of the School and will ensure an appropriate balance of time and energy is devoted to goals in the areas of intellectual, physical, social, vocational, emotional, and ethical developmental needs. The Regional Director will regularly monitor implementation of the academic programs and systems with frequent on-site visits and on site meetings with staff.

Indianapolis native, Mr. Derrick Graves, lives in Indianapolis and serves as ResponsiveEd's statewide director. Mr. Graves has worked as a charter school teacher and principal since 2005. He served two years as the Campus Director for ResponsiveEd's Quest Middle School of Coppell. Under Mr. Graves' leadership, Quest earned the Texas Education Agency's highest performance rating of "Exemplary" two years in a row.

e. Campus Director

Employed by the School, the Campus Director will have primary responsibility for all aspects of the School's daily operations and programs, including the day-to-day management of staff and students. The Teachers and staff of PHS will report to the Campus Director. Similarly, the Campus Director will have the responsibility of

hiring and firing campus staff, including teachers, campus secretary, and instructional aides.

f. Teachers/Paraprofessionals

Employed by the School, teachers/paraprofessionals are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day, moment-by-moment, basis. The Teachers/Paraprofessionals monitor progress, assist the student in overcoming learning difficulties, provide motivation, and, in general, create an environment of loving care.

3. Board Policymaking

The Board of Directors for the Local Indiana Nonprofit Organization develops policies and makes decisions based on changes in law, rule, or regulation; industry best practices; and/or input from the school staff, parents, students, and volunteers.

4. Board Development

By way of development, ResponsiveEd will provide initial and continuing board training in the areas of school law, school finance, health and safety, accountability, open meetings, and public records.

5. Staff Recruitment

Led by its Talent Acquisitions Manager, ResponsiveEd's Human Resources Department has recruited and placed the 1,200+ full- and part-time staff currently working at ResponsiveEd's 65+ charter schools throughout Texas and Arkansas. This same team will partner with statewide and community-based organizations to provide a talent pipeline for PHS that will ensure the acquisition of highly qualified staff.

6. Documentation

Please see **"Appendix C: Organizational Documents,"** for copies of the following organizational documents:

a. Organizational chart,
b. Articles of incorporation,
c. By-laws, and
d. Evidence that ResponsiveEd has been determined by the Internal Revenue Service to be operating under not-for-profit status.

Please see **"Appendix D: Leadership Information,"** for the following information regarding the School's authorized representative, school administrators, and governing board members:

a. a background check authorization (included with the unbound original copy only),
b. a current résumé detailing their qualifications and experiences, and
c. a memorandum indicating any conflicts of interest.

C. Community Partnerships

PHS will pursue partnerships with organizations in the greater Indianapolis community who support the School's mission and goals. To this end, ResponsiveEd has contacted the following community organizations regarding Premier High School of Indianapolis:

- AIO Wireless
- Barrington Health Clinic
- Boys and Girls Clubs of Indianapolis (Keenan-Stahl Unit)
- Christel House
- CVS Pharmacy
- Do it Best Cardwell Home Center
- Emma Donnan Middle School
- Emmerich Manual High School
- Family Dollar
- Family Video
- Garfield Park Arts Center
- Garfield Park Baptist Church
- Garfield Neighbors Neighborhood Association
- Good Shepherd Catholic School
- IFF
- Indianapolis-Marion County City-Council
- Ivy Tech (K-12 External Relations)
- Keystone Construction Corporation
- LBS & Associates
- Lee & Associates
- Little Caesars Pizza
- Local Initiatives Support Corporation ("LISC")
- Mayor's Neighborhood Liaison (South Center District)
- Mexican Consulate
- Mt. Calvary Evangelistic Center
- Olive Branch Christian Church
- Southeast Education Task Force
- Southeast Neighborhood Development, Inc. ("SEND")
- St. Patrick's Catholic Church
- Suding Hardware
- The Burrello Family Center
- University Heights Charter School
- Wheeler Arts Community Center
- Ziegler Investment Banking

D. Budget and Financial Matters

While PHS intends on obtaining both the Walton Family Foundation Grant and the Federal Planning and Implementation Grant, neither has been included in the attached revenue

projections because neither has already firmly committed. When appropriate, assumptions have been based on experience gleaned from operations at existing ResponsiveEd schools.

1. Revenue Assumptions:

• Per Pupil Payments	$6,475
• Textbook Reimbursement:	20% of cost
• Federal Title IA	$300 per pupil (Economically Disadvantaged)
• Federal Title IIA	$100 per pupil (Instructional Support)
• IDEA-B:	$236 per pupil
• Child Nutrition:	$2.85 per pupil per meal
• Public Charter School Planning Grant, Yr 0:	$125,000
• Public Charter School Implementation Grants, Yrs 1 & 2:	$150,000 each
• Common Charter Grant Yr 1	$388,521

2. Expense Assumptions

• Charter School Administrative Fee:	2% of State Allotment
• Benefits and Payroll Taxes:	24% of wages
• Special Education Staff:	Funded through IDEA-B and/or state
• special education funds	
• Professional Development:	$2,000 (seminars, workshops, training materials for staff); $1,000 (Accounting staff to train with Beth Reynolds on Indiana finance software)
• Rent	$11,500 average per month from the following research
• Indianapolis	$138,000
• Textbooks/Curriculum	$150 per pupil
• Utilities – electric, gas, and water	$36,000 per year
• Internet	$4,800 per year
• Classroom Technology	2:1 student to computer ratio
• Copying and Reproduction:	$3,600 per year for copier lease
•	Postage and Shipping: $660 per year for materials sent to and from school.
• Telephone and Fax Lines:	$1,800 per year
• Business Services:	12% Central Administrative Fee
• Marketing:	$5,000 start-up per school for opening and approximately $2,000 each year thereafter.
• Legal Expenses:	$2,500 per year for miscellaneous legal fees.
• Accounting/Audit:	$1,800/month for Beth Reynolds to train/review/consult

- Food Service: Approximately 2/3 of student body will qualify as Economically Disadvantaged.

Please see attached Excel spreadsheet for required financial documentation.

E. Facility

PHS has not yet identified the facilities for the proposed School. The Regional Director will be responsible for researching the community to determine the best location for the School based on the unique demographics of the community and the geographic area of greatest need.

PHS will comply with all state and local health and safety requirements described in IC 20-26-7, 20,24, and as required by the Indiana Department of Health, Office of the State Fire Marshall, Department of Public Works and the corresponding local agencies. In addition, PHS will adhere to all applicable city or town planning review procedures.

The Operations Manager, in collaboration with the Regional Director will oversee all facility lease negotiations and any required building renovations.

PHS, under the leadership of the Operations Manager, currently operates a network of 65+ charter school educational facilities and has a proven capacity in effectively managing the necessary details to open and maintain a school facility. To that end, ResponsiveEd is fully aware of and efficient in addressing the following:

1. The process of securing an educational facility that is appropriate and adequate for the school's program and targeted population;
2. Understanding the costs of securing and improving a facility to meet all federal, state, and local codes and have access to the necessary resources to fund the facility plan; and
3. Implementing existing internal policies and procedures for continued operations, maintenance, and repairs for all facilities.

F. Transportation

PHS will ensure that transportation will not be a barrier for any child or family enrolled and has budgeted accordingly for a transportation program to ensure commitment to this statement. Parents will transport their students to the school, or students who have licenses and adequate grades will drive. In addition to these two options, students may also use public buses.

PHS will subsidize the cost of monthly bus ticket purchases for students by creating a budget item to help fund this mode of transportation. Students who will opt to use public buses will apply for a transportation scholarship, which will finance an IndyGo pass.

IV. Educational Service Provider ("ESP") Questionnaire

A. Portfolio

1. List all of the schools in the network, the number of years they have been in operation and the number of students served by those schools.

ResponsiveEd currently operates 30 schools that have implemented the proposed program design. Premier High Schools (http://premierhighschools.com/) have been in operation since the 1999-2000 school year.

Please refer to the following website for a list of all other ResponsiveEd schools: http://www.responsiveed.com/about/who-we-are/our-campuses/.

2. Provide names and contact information for all other authorizers that oversee schools within the network.

All of ResponsiveEd's schools are currently authorized to operate through the following organizations:

Texas Education Agency
Charter School Administration
1701 North Congress Avenue
Austin, Texas 78701
Phone: 512.463.9575

Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Room 304-B
Little Rock, Arkansas 72201
Phone: 501.683.5313

Austin Independent School District
1111 West 6th Street, Suite A250
Austin, Texas 78703
Phone: 512.414.2412

Office of Mayor Gregory A. Ballard
Office of Education Innovation
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204
Phone: 317.327.3621

Indiana Charter School Board
Indiana Government Center North
100 North Senate Avenue, Room 1049
Indianapolis, Indiana 46204
Phone: 317.232.0964

3. **Describe the ESP's growth plan. Explain how the organization will maintain fiscal responsibility and provide quality services during the period of growth.**

ResponsiveEd's current growth plan for the 2015-16 school year is as follows:

1. Arkansas: 1 school
2. Indiana: 2 schools
3. Ohio: 3-5 schools
4. Texas: 5-10 schools

ResponsiveEd will provide quality services to new and existing schools, expanding as necessary to address the needs of the new schools. Please refer to the following website for information regarding ResponsiveEd's finances: http://www.responsiveed.com/about/transparency/financial-information/.

B. Academic Performance

Provide the following academic information for each school managed by the organization.

1. **Pass rates or equivalent for the state's mandated assessments in English Language Arts and mathematics;**

The academic performance of ResponsiveEd's Premier High Schools may be reviewed at the following website:
http://ritter.tea.state.tx.us/perfreport/account/2013/srch.html?srch=D.

INSTRUCTIONS: Select "District Report" under "1. What report level would you like?" Select "District Name (full or partial name)" under "2. How do you wish to search?" Type "Premier High Schools" under "3. Enter the appropriate name or number:." Choose "Accountability Summary" and "Index Calculations and Data Tables" under "5. Choose a report to view:."

The academic performance of ResponsiveEd's other schools may be reviewed at the following website:
http://ritter.tea.state.tx.us/perfreport/account/2013/srch.html?srch=D.

INSTRUCTIONS: Same steps as above, except type "Texas College Preparatory" under "3. Enter the appropriate name or number:."

2. **Performance of students on statewide assessments compared to students in nearby traditional public schools;**

   Please refer to Section IV.B.1. above.

3. **Graduation rates for every year the school has had graduates;**

   Please refer to Section IV.B.1. above.

4. **Post-graduation degree attainment, if available.**

   Not available.

5. **Any additional evidence showing that schools are serving student populations similar to the target population**

   None.

C. Leadership

1. **Please explain the leadership structure of the organization, and include an organizational chart.**

   Please refer to Section III.B. above.

2. **Has there been any turnover in leadership within the organization?**

   There has not been any turnover in the executive leadership due to involuntary discharge.

3. **Provide a list of the board of directors of the ESP and their length of service.**

   Please refer to "Appendix D: Leadership Information."

4. **Explain any turnover on the board that was not due to term limits.**

   Not applicable.

5. **How often does the ESP assess itself and gauge the satisfaction of its clients?**

   ResponsiveEd is continuously assessing its operations. ResponsiveEd is currently developing a parent satisfaction survey which it intends to deliver on an annual basis.

D. Services

1. What services does the ESP provide?

Under the governance of the Mayor's Office, it is anticipated that ResponsiveEd (or its subsidiary) will provide complete turnkey charter management services to the School, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, professional development, child nutrition, risk management, media relations, policy development, etc.

2. Include as an attachment a copy of the proposed management agreement. The agreement should include, but not be limited to:

a. Specific measures and timelines that the school's board will use to hold the ESP accountable;

b. Consequences for not meeting those standards;

c. Terms for contract termination or renewal; and

d. Differentiation of what is owned by the school and what is owned by the management organization.

A management agreement has not yet been finalized. The terms of the management agreement will be reached by the Organizer and ResponsiveEd through arms-length negotiations in which the Organizer will be represented by legal counsel. The final agreement will include the elements listed above and be presented to the Mayor's Office for approval.

E. Finances

Provide the following financial information for the management organization.

1. The most recent federal tax return;

Please refer to the following website for information regarding ResponsiveEd's finances: http://www.responsiveed.com/about/transparency/financial-information/.

2. The ESP's annual budget;

Please refer to the following website for information regarding ResponsiveEd's finances: http://www.responsiveed.com/about/transparency/financial-information/.

3. Projected five-year budget;

Not applicable.

4. **Detailed list of all debts the ESP has;**

   Please refer to the following website for information regarding ResponsiveEd's finances: http://www.responsiveed.com/about/transparency/financial-information/.

5. **The last three years of complete financial audits;**

   Please refer to the following website for information regarding ResponsiveEd's finances: http://www.responsiveed.com/about/transparency/financial-information/.

6. **The investment disclosure**

   Please refer to the following website for information regarding ResponsiveEd's finances: http://www.responsiveed.com/about/transparency/financial-information/.

7. **Compensation structure including fees paid to the ESP by schools, and the services received for that fee; and**

   It is anticipated that ResponsiveEd will receive 15% of state revenue for the provision of complete turnkey charter management services to the School, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, professional development, child nutrition, risk management, media relations, policy development, etc.

8. **Names of schools with which contracts have been terminated.**

   Not applicable.

F. Term Sheet

Provide a terms sheet setting forth the following:

1. **The proposed duration of the service contract;**

   It is anticipated that the proposed duration of the service contract, unless earlier terminated as provided therein, will be so long as the Organizer maintains a charter to operate the School.

2. **The roles and responsibilities of the organizer, the school staff, and the education service provider;**

   Please refer to Section III.B. above.

3. **The methods of contract oversight and enforcement.**

   It is anticipated that contract oversight will be accomplished by the Mayor's Office, Organizer, and ResponsiveEd. It is anticipated that methods of contract enforcement will include the Mayor's Office, mediation, arbitration, and/or litigation.

G. Assurances

1. **Please provide assurance that the organizer will be structurally independent of the education service provider and shall set and approve school policies.**

   The Organizer shall be structurally independent of ResponsiveEd and shall—in accordance with applicable law and the charter agreement—set and approve broad policies for the School, such as the budget, curriculum, student conduct, school calendars, and dispute resolution procedures.

2. **The assurance must also provide that the terms of the service contract must be reached by the organizer and the education service provider through arms-length negotiations in which the organizer must be represented by legal counsel; and**

   The terms of the service contract will be reached by the Organizer and ResponsiveEd through arms-length negotiations in which the Organizer will be represented by legal counsel.

3. **The legal counsel may not also represent the education service provider.**

   During arms-length negotiations of the service contract between the Organizer and ResponsiveEd, legal counsel may not represent both parties.

APPENDICES

APPENDIX A: ICSB CHARTER APPROVAL LETTER

INDIANA CHARTER SCHOOL BOARD

151 W. Ohio Street
Indianapolis, IN 46204

October 16, 2012

Chuck Cook, CEO
Chris Baumann, General Counsel
Responsive Education Solutions
1301 Waters Ridge Drive
Lewisville, TX 75029

Dear Chuck and Chris:

We are pleased to inform you that the Indiana Charter School Board ("ICSB") voted on October 15, 2012, to approve a modified version of the charter school application submitted by Responsive Education Solutions ("Responsive Ed") on August 20, 2012. Responsive Ed is authorized to open one Premier High School in Indianapolis in 2013. Congratulations to you and your colleagues!

Over the next two weeks, we will send you the charter agreement with detailed completion instructions. In addition, we will schedule a conference call with representatives from Responsive Ed to walk through the terms of the agreement. Finally, we will send you the Start-Up Manual we have developed for charter schools authorized by the ICSB.

We hope that we can be a resource to you during this busy start-up phase. Please do not hesitate to contact either Sarah Sullivan or me with any questions.

Congratulations once again. We look forward to working with you.

Sincerely,

Claire J. Fiddian-Green
Executive Director
Indiana Charter School Board

cc: Sarah Sullivan, Manager, Indiana Charter School Board
Jeff Barber, Charter School Specialist, Indiana Department of Education
Melissa Ambre, Director, Office of School Finance, Indiana Department of Education

APPENDIX B: SAMPLE DISCIPLINE PLAN

A. Practices to Promote Good Discipline

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of character will be taught and modeled by the school staff. This includes an appreciation for the rights of others. Any conduct that interferes with—or may reasonably be considered to interfere with—a "school purpose" (as defined in IC 20-33-8-4); an "educational function" (as defined in IC 20-33-8-2); or the health, safety or well-being or rights of other students is prohibited.

B. Preliminary List of the Offenses for Which Students Must and May be Suspended or Expelled

1. General Overview

A student may be suspended or expelled, subject to certain procedural requirements, for:

1. student misconduct;
2. substantial disobedience; or
3. unlawful activity on or off "school grounds" (as defined in IC 20-33-8-5) if:
    a. the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
    b. the student's removal is necessary to restore order or protect persons on school property; including an unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

2. Preliminary List of Offenses

<u>Level I: Major Offenses</u>

Examples (not inclusive list)

1. Being in an unauthorized area
2. Computer system violations
3. Disrespect of school staff and persons in authority
4. Failure to complete assigned homework
5. Failure to comply with directives of school staff (insubordination)
6. Failure to comply with school dress code policies
7. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under the supervision of school staff)
8. Failure to report known hazing, harassment, or bullying of students
9. Hazing, harassment, or bullying of students (verbal)
10. Inappropriate behavior (not abusive, threatening, violent)
11. Inappropriate public display of affection
12. Inappropriate physical contact not defined as a Level II, Level III, or Level IV offense
13. Insensitivity to others

14. Parking infraction
15. Persistent tardiness
16. Possessing any electronic devices without permission
17. Possessing matches, lighters, etc.
18. Skipping class, detention, or tutorial sessions
19. Using a skateboard, scooter, and/or roller blades while on campus
20. Using any telecommunications or other electronic devices, without permission, during school hours
21. Vehicle operation infraction

Appropriate Disciplinary Actions

1. Behavioral contracts or individually developed behavior management plans
2. Classroom management techniques
3. Community service
4. Counseling by teachers or Campus Director
5. Demerits
6. Detention
7. Fee for the return of telecommunications device that has been confiscated
8. In-school suspension up to 10 days
9. Parent contracts to restrict home privileges
10. Parent observations in student's classes
11. Parent conference with teacher or Campus Director
12. Peer mediation
13. Placement in another appropriate classroom
14. Restitution/restoration, if applicable
15. Saturday school
16. Seating changes within the classroom
17. Temporary or permanent confiscation of items that are prohibited and/or disrupt the educational process
18. Withdrawal of privileges, such as parking privileges, participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-recognized clubs or organizations, etc.

NOTE: Disciplinary actions may be used individually or in combination for any offense.

NOTE: <u>No employee or agent of the school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a consequence for unacceptable conduct.</u>

<u>Level II: Discretionary Suspension</u>

Examples (not inclusive list)

1. Academic dishonesty
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a school fraternity, sorority, secret society, or gang
3. "Bullying" (as defined in IC 20-33-8-0.2) (verbal or written)

4. Bypassing of internet blocks on school computers or networks to enter unapproved sites
5. Cyberbullying (i.e., bullying through the use of data or computer software that is accessed through a: (a) computer, (b) computer system, or (c) computer network of a school corporation)
6. Engaging in conduct that constitutes sexual harassment (verbal or written)
7. Failure to comply with conditions of in-school suspension placement
8. Failure to comply with school medication policies
9. Falsification of school records
10. Fighting/mutual combat
11. Gambling
12. Gang activity (nonviolent)
13. Interference with school activities or discipline
14. Leaving classroom, school property, or school-sponsored events without permission
15. Making an obscene gesture
16. Persistent Level I offenses (two Level I offenses within a period of 45 rolling school days)
17. Possessing a look-alike weapon, including without limitation, BB guns, CO^2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
18. Possessing "ammunition" (as defined in IC 35-47-1-2.5)
19. Possessing drug paraphernalia
20. Possessing or selling "look-alike" drugs
21. Possessing or using fireworks or other explosive devices
22. Possessing or using tobacco
23. Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug
24. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format
25. Refusing to allow student search
26. Theft
27. Threats (nonviolent/verbal or written)
28. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class
29. Use of profanity or vulgar/offensive language (verbal or written)
30. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program
31. Willful destruction of school or personal property and/or vandalism

Appropriate Disciplinary Actions

1. Level I disciplinary techniques
2. Disciplinary actions authorized in IC 20-33-8-25
3. Suspension for a period of time consistent with IC 20-33-8-18

NOTE: Disciplinary actions may be used individually or in combination for any offense.

Level III: Mandatory Suspension and Discretionary Expulsion

Examples (not inclusive list)

1. "Bullying" (as defined in IC 20-33-8-0.2) (physical)
2. Burglary of a motor vehicle on campus
3. Deliberate destruction of or tampering with school computer data or networks
4. Engaging in conduct that constitutes sexual harassment (physical)
5. Gang activity (violent)
6. Inappropriate exposure of body parts
7. Inappropriate sexual conduct
8. Persistent Level I offenses (four Level I offenses within a period of 45 rolling school days)
9. Persistent Level II offenses (two Level II offenses within a period of 45 rolling school days)
10. Possessing any object used in a way that threatens or inflicts bodily injury to another person
11. Possessing, selling, distributing, or under the influence of a drugs
12. Targeting someone for bodily harm
13. Threats (violent/verbal or written)

Appropriate Disciplinary Actions

1. Disciplinary actions authorized in IC 20-33-8-25
2. Suspension for a period of time consistent with IC 20-33-8-18
3. Expulsion for a period of time consistent with IC 20-33-8-20

Level IV: Mandatory Expulsion

Examples (not inclusive list)

1. Bringing a "firearm" (as defined in IC 35-47-1-5) to school or on school property
2. Possessing a "firearm" (as defined in IC 35-47-1-5) on school property
3. Bringing a "destructive device" (as defined in IC 35-47.5-2-4) to school or on school property
4. Possessing a "destructive device" (as defined in IC 35-47.5-2-4) on school property
5. Bringing a "deadly weapon" (as defined in IC 35-41-1-8) to school or on school property
6. Possessing a "deadly weapon" (as defined in IC 35-41-1-8) on school property

Appropriate Disciplinary Actions

1. Expulsion for a period of time consistent with IC 20-33-8-16

C. Rights of Students with Disabilities in Disciplinary Action

Disciplinary action against a student who is a child with a disability (as defined in IC 20-35-1-2) is subject to the:

1. procedural requirements of 20 U.S.C. 1415; and
2. rules adopted by the state board (as provided in 511 IAC 7-44).

D. Appeal Process for Students Facing Expulsion

The School's Superintendent may conduct an expulsion meeting or appoint one (1) of the following to conduct an expulsion meeting:

1. Legal counsel.
2. A member of the administrative staff if the member:
   a. has not expelled the student during the current school year; and
   b. was not involved in the events giving rise to the expulsion.

The Superintendent (or designee) may issue subpoenas, compel the attendance of witnesses, and administer oaths to persons giving testimony at an expulsion meeting.

An expulsion may take place only after the student and the student's parent are given notice of their right to appear at an expulsion meeting with the superintendent (or designee). Notice of the right to appear at an expulsion meeting must:

1. be made by certified mail or by personal delivery;
2. contain the reasons for the expulsion; and
3. contain the procedure for requesting an expulsion meeting.

The individual conducting an expulsion meeting:

1. shall make a written summary of the evidence heard at the expulsion meeting;
2. may take action that the individual finds appropriate; and
3. must give notice of the action taken under subdivision 2. to the student and the student's parent.

If the student or the student's parent, no later than ten (10) days of receipt of a notice of action taken above, makes a written appeal to the governing body, the governing body:

1. shall hold a meeting to consider:
   a. the written summary of evidence prepared by the Superintendent (or designee); and
   b. the arguments of the Campus Director and the student or the student's parent; unless the governing body has voted not to hear appeals of expulsion actions; and

2. may take action that the governing body finds appropriate.

The decision of the governing body may be appealed only by judicial review (IC 20-33-8-21).

A student or a student's parent who fails to request and appear at an expulsion meeting after receipt of notice of the right to appear at an expulsion meeting forfeits all rights administratively to contest and appeal the expulsion. For purposes of this section, notice of the right to appear at an expulsion meeting or notice of the action taken at an expulsion meeting is effectively given at the time when the request or notice is delivered personally or sent by certified mail to a student and the student's parent.

The governing body may vote to not hear appeals of expulsion actions. If the governing body votes to not hear appeals, subsequent to the date on which the vote is taken, a student or parent may appeal only by judicial review (IC 20-33-8-21).

E. Parents Informed of the School's Discipline Policy

The School's discipline policy will be included in the School's Parent/Student Handbook. In order to comply with the publicity requirements of IC 20-33-8-12, the Parent/Student Handbook will be made available to students and parents in print and electronic media.

APPENDIX C: ORGANIZATIONAL DOCUMENTS

Organizational Chart

The organizational structure of PHS is illustrated as follows: (1) Local Indiana Nonprofit Organization, (2) ResponsiveEd, (3) Superintendent, (4) Regional Director, (5) Campus Director, and (6) Teachers/Paraprofessionals.

Articles of Incorporation

08/30/2007 16:06 FAX 8175952712 002/009

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Roger Williams
Secretary of State

Office of the Secretary of State

CERTIFICATE OF RESTATED ARTICLES OF

RESPONSIVE EDUCATION SOLUTIONS
148606001

[formerly: EAGLE ACADEMIES OF TEXAS]

The undersigned, as Secretary of State of Texas, hereby certifies that the Restated Articles for the above named entity have been received in this office and have been found to conform to law.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law hereby issues this Certificate of Restated Articles.

Dated: 03/19/2007

Effective: 03/19/2007

Roger Williams
Secretary of State

Phone: (512) 463-5555
Prepared by: Pat Cantrell

Come visit us on the internet at http://www.sos.state.tx.us/
Fax: (512) 463-5709
TID: 10076

Dial: 7-1-1 for Relay Services
Document: 164164590002

FILED
In the Office of the
Secretary of State of Texas
MAR 19 2007
Corporations Section

RESTATED ARTICLES OF INCORPORATION

OF

RESPONSIVE EDUCATION SOLUTIONS

(Formerly Eagle Academies of Texas)

ARTICLE ONE

EAGLE ACADEMIES OF TEXAS, pursuant to the provisions of Article 4.06 of the Texas Non-Profit Corporation Act, hereby adopts restated Articles of Incorporation which accurately copy the Articles of Incorporation and all amendments thereto that are in effect to date and as further amended by such restated Articles of Incorporation as hereinafter set forth.

ARTICLE TWO

The amendments to the articles of incorporation of the corporation have been effected in conformity with the provisions of the Texas Non-Profit Corporation Act and such restated articles of incorporation were duly adopted by the unanimous vote of the Board of Directors on the 26th day of January, 2007, at which a quorum was present.

ARTICLE THREE

The articles of incorporation and all amendments thereto are hereby superseded by the following restated articles of incorporation which accurately copy the entire text thereof.

ARTICLE I

Name

The name of the corporation is RESPONSIVE EDUCATION SOLUTIONS.

ARTICLE II

Type

The corporation is a non-profit corporation.

ARTICLE III

Period of Duration

The period of its duration is perpetual.

ARTICLE IV

Purposes

The corporation is organized exclusively for educational purposes pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the corresponding provisions of any subsequent United States revenue law.

ARTICLE V

Membership

The corporation shall have no members.

ARTICLE VI

Registered Office and Agent

The street address of the registered office of the corporation is 1409 Precinct Line Road, Hurst, Texas, 76053 and the name of its registered agent at such address is James B. Morgan.

ARTICLE VII

Board of Directors

The number of Directors constituting the Board of Directors of the corporation at the time of this restatement is six (6) and the names and addresses of the persons who are to serve as the Directors are:

Name	Address
Willard French	423 South Hardeman Circle Justin, Texas 76247
Lupe A. Gonzalez	1501 Dora Jeanne Drive Mission, Texas 78572
Daniel Maddalena	1383 Forest Hill Circle Lewisville, Texas 75067
Gil Rodriguez	5911 Lookout Mountain Drive Austin, Texas 78731
Marvin Reynolds	2405 SW 80th Street Oklahoma City, OK 73159
Earl Little	3314 Bluffview Dr. Garland, Texas 75043

The number of directors may be changed from time to time by the Board of Directors in accordance with the bylaws.

ARTICLE VIII

Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501 (c)(3) of the Internal Revenue Code of 1986 (or the

corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of, shall be disposed of by a Court of competent jurisdiction in the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IX

Use of Earnings

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, Directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from

Federal income tax under Section 501 (c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170 (c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE X

Liability and Indemnification of Directors

(A) To the fullest extent not prohibited by law, a director of this corporation shall not be liable to the corporation or its members for monetary damages for an act or omission in the director's capacity as a director, except that this article does not eliminate or limit the liability of a director for: (1) a breach of a director's duty of loyalty to the corporation or its members; (2) an act or omission not in good faith or that involves intentional misconduct or a knowing violation of the law; (3) a transaction from which a director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or (4) an act or omission for which the liability of a director is expressly provided for by statute.

(B) Each such director and his or her heirs or personal representative and estate, shall be indemnified by the corporation for all expenses incurred in connection with any action, suit,

proceeding or claim to which he or she shall be named a party or otherwise be a participant by virtue of being or having been or agreeing to become: (1) a director, officer, employee or agent of the corporation and/or (2) a director, officer, employee or agent of any corporation or organization at the request of the corporation. Such indemnity shall be provided to the fullest extent not prohibited by applicable laws presently in effect or as may hereafter be amended, and to the fullest extent permitted by the Texas Non-Profit Corporation Act or any other applicable laws as presently in effect or as may hereafter be amended (but in case of any such amendment only to the extent that such amendment permits the corporation to provide broader indemnification rights than said law permitted the corporation to provide prior to such amendment). Such indemnity shall include, but not be limited to, the advancement of expenses, including counsel fees, and the payment of all losses, liability and expenses; provided, however, that no person shall be indemnified for amounts paid in settlement unless the terms and conditions of said settlement have been consented to by the corporation, and provided further, that no indemnification of employees or agents of the corporation (other than Directors and officers) will be made without express authorization of the corporation's board.

(C) The corporation may, upon the affirmative vote of its board, purchase insurance for the purpose of securing the

indemnification of its Directors, officers and other employees to the extent that such indemnification is allowed by this article. Such insurance may, but need not, be for the benefit of all Directors, officers or employees, and the purchase of any such insurance shall in no way limit the indemnification provisions of the proceeding paragraphs.

(D) No repeal of or amendment to this Article shall have any effect with respect to the liability or alleged liability of any director occurring prior to such amendment or to the acts or omissions or rights to indemnity of any person occurring prior to such repeal or amendment.

Dated this 15th day of March, 2007.

RESPONSIVE EDUCATION SOLUTIONS

By: Willard French

Willard French, President

AMENDED AND RESTATED BYLAWS OF RESPONSIVE EDUCATION SOLUTIONS

ARTICLE I
BOARD OF DIRECTORS

1.01. General Authority

The business of Responsive Education Solutions (the "Corporation") shall be managed by a board of directors ("Board") who will be selected or appointed by action of the Board who shall also retain authority to determine the number of directors, their qualifications, and the method for the selection or election thereof.

1.02. Number of Terms

The number of directors shall not be less than five (5) and otherwise shall be the number determined by the Board from time to time. Each director shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the Board. A director may be reelected an unlimited number of times. Directors shall be elected at the annual meeting unless the Board is filling a vacancy.

1.03. Annual Meeting

The statutory annual meeting of the Board shall be the first meeting held after March each year. Notice of the annual meeting shall be given in the same manner as regular meeting.

1.04. Regular Meetings and Notice

The CEO, in consultation with the Board President, shall determine the time and place for the holding of regular meetings of the Board and the agenda for such meetings, prepared and posted in accordance with applicable state law, shall be sent to all directors immediately upon posting.

1.05. Special Meetings

Special meetings of the Board may be called by or at the request of the CEO, the Board President, or any two (2) directors. The person or persons authorized to call special meetings of the Board may fix the time and place as the place for holding any special meeting of the board called by them. Notice of the special meeting shall be given in the same manner as regular meetings except in cases of emergency meetings, notice of which shall be in accordance with applicable state law.

1.06. Quorum

A majority of the total number of members of the Board shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the directors is present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

1.07. Manner of Acting

The act of a majority of the directors voting at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law.

1.08. Vacancies

Any vacancy occurring in the Board or any vacancy to be filled by an increase in the number of directors shall be filled by action of the Board unless the directors have determined to reduce the number of directors and for this reason elects no successor.

1.09. Compensation

Directors as such shall not receive any stated salaries for their services; but by resolution of the Board, any director may be reimbursed for reasonable expenses incurred in attending any regular or special meeting of the Board, and may be indemnified for expenses incurred by him/her in connection with any claim asserted against him/her, by action in court or otherwise, by reason of his/her being or having been such director, except in relation to matters as to which he/she shall have been guilty of negligence or misconduct in respect of the matter in which indemnity is sought.

ARTICLE II
OFFICERS

2.01. Officers

The officers of the Board shall be a president, a vice-president and a secretary. The Board may elect or appoint a CEO and such other administrators as it shall deem desirable, such administrators to have the authority and perform the duties prescribed, from time to time, by the Board.

2.02. Election and Vacancies

Officers shall be elected each year at the annual meeting. The Board shall elect someone to fill any vacancy that occurs in any Board office.

2.03. Removal

Any officer elected or appointed by the Board may be removed by the Board whenever in its judgment the best interest of the corporation would be served thereby.

2.04. President

The President shall preside at all meetings of the Board. He/She may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board to so act, any deeds, mortgages, bonds, contracts, or other instruments that the Board has authorized, generally or specifically, to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board, by these Bylaws, or by statute to some other officer or agent of the Corporation; and, in general, he/she shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board from time to time.

2.05. 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 President, and when so acting, shall have all the powers and be subject to all the restrictions on the President. 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 Board.

2.06. Secretary

The Secretary shall perform all duties incident to the office of the secretary and such other duties as from time to time may be assigned to him/her by the President or by the Board.

ARTICLE III
COMMITTEES

3.01. Generally

Designated committees may be established by the Board to perform the duties and functions assigned or delegated in furtherance of Board objectives and as permitted by applicable law. Any committee may include one or more directors from the Board. The Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee, including the School Boards described below, may be abolished or any committee member/school board member removed for any reason and at any time by majority vote of a quorum of the Board of the Corporation at a duly called and noticed meeting.

3.02. School Boards

The Board may delegate some or all of its authority, except as otherwise prohibited by applicable state law, to committees that shall be known as "School Boards" to assist with the governance of the schools operated under the Corporation's respective charters. Each School Board and its officers and members shall be subject to oversight and control by the Board. Each School Board shall be composed of not less than three (3) members as follows:

- President
- Vice President
- Secretary
- Members

Each School Board's members and officers shall be appointed by the Corporation's Board. Each School Board shall operate in accordance with these Bylaws, resolutions, or actions of the Board of the Corporation, and with applicable state law. Each School Board shall consider grievances in accordance with the Corporation's policy. Upon request by a grievant, a grievance may be considered by the Corporation's Board only on appeal from the School Board's decision. For all matters of parliamentary procedures, each School Board shall be guided by *Robert's Rules of Order Newly Revised*, 10th ed. (Cambridge, Mass.: Perseus Publishing, 2000).

3.03. Notice

Written notice of the time, place, and agenda of all committee and School Board meetings will be given by the committee chair in the same manner as notices given for regular Board meetings and in accordance with applicable state law. Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting where scheduled.

ARTICLE IV
CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

4.01. Contracts

The Board may authorize any officer or administrator of the Corporation to execute and deliver any contract or instrument in the name of and on behalf of the Corporation; and such authority may be general or confined to specific instances.

4.02. Checks, Drafts, or Orders for Payment

All checks, drafts, or orders for payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or administrator, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the President and countersigned by the Secretary of the Corporation.

4.03. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

4.04. Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes, or for any special purpose, of the Corporation. The Board may refuse any gift if it deems such refusal to be in the best interest of the Corporation.

4.05. Disposition of Assets Upon Dissolution

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person, or any member, director or officer of the Corporation. On liquidation or dissolution, all properties, assets, and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended, or as otherwise required by state and federal law.

ARTICLE V
MISCILLANEOUS

5.01. Books and Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any authority of the Board.

5.02. Fiscal Year

The Board may select the fiscal year of the Corporation, subject to the requirements of any applicable law that might define the fiscal year.

5.03. Corporate Seal

The Board may adopt a corporate seal in such form as it deems appropriate.

5.04. Waiver of Notice

Whenever any notice is required to be given under the provisions of the Texas Non-Profit Corporation Act or under the provisions of the Articles of Incorporation or these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to such notice either before or after the occurrence of the event or transaction described therein, shall be deemed equivalent to the giving of the required notice.

5.05. Indemnification

(a) The Corporation shall indemnify any person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit, or preceding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he/she is or was a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him/her in connection with such action, suit, or proceeding if he/she acted in good faith and in a manner he/she reasonably believed to be in or not opposed to the best interest of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful.

(b) The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he/she is or was a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred by him/her in connection with the defense or settlement of such action or suit if he/she acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation; provided, however, that no indemnification shall be made in respect to any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the corporation except

to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability, but in view of all circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

(c) The termination of any action, suit, or proceeding by judgment, order settlement, conviction, or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create presumption that the person did not act in good faith and in a manner which he/she reasonably believed to be in or not opposed to the best interest of the proceeding, had reasonable cause to believe that his/her conduct was unlawful.

(d) Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit, or proceeding upon receipt of an undertaking by or on behalf of the director, officer, employee, or agent to repay such amount unless it shall ultimately be determined that he/she is entitled to be indemnified by the Corporation as authorized in this section.

(e) The indemnification hereunder shall be made only upon a determination in the specific case that indemnification is proper under the substantive standards established hereunder. Such determination shall be made: (1) by the Board by a majority vote of a quorum consisting of directors who were not parties to such action, suit, or proceeding; or (2) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested directors so directs, by independent legal counsel in a written opinion; or (3) by the shareholders.

(f) The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him/her and incurred by him/her in any such capacity or arising out of his/her status as such, whether or not the Corporation would have the power to indemnify him/her against such liability under the provisions of this section.

ARTICLE VI
AMENDMENTS

6.01. Power to Amend Bylaws

These Bylaws may be amended, repealed, or added to, or new Bylaws may be adopted, by the same action that is required for all decisions of the Board, which is the affirmative vote of a majority of the directors voting at a meeting at which a quorum is present, and when the proposed amendments have been sent to directors prior to such meeting.

ADOPTED this 19th day of October, 2012.

Marvin Reynolds
President of the Board of Directors

CERTIFICATION

The undersigned, as Secretary of the Board of the Corporation, hereby certifies that these Bylaws were adopted and made effective by the Board of the Corporation at a meeting held on October 19, 2012.

Ben Klingenstein
Secretary of the Board of Directors

ATTACHMENT A
INDIANA CHARTER SCHOOLS

A.01. Applicability of Attachment

The provisions of this Attachment A to these Bylaws shall govern all activities conducted by Responsive Education Solutions, Inc. ("ResponsiveEd") pursuant to the Charter School Agreement ("Charter") dated [INSERT EXECUTION DATE] between the Indiana Charter School Board ("ICSB") and ResponsiveEd for Premier High School of Indianapolis ("Charter School").

A.02. Open Government

The Board shall comply with the Access to Public Records Act (IC § 5-14-3) and Open Door Law (IC § 5-14-1.5).

A.03. Conflict of Interest

(a) Board Members. Any Board member ("Interested Person"), any family member of any Interested Person, or any organization in which the Interested Person has a more than a 2% ownership position, which has any direct or indirect financial interest in any party with which ResponsiveEd contracts for services must disclose to the Board, or to a committee designated by the Board as having the authority to review potential conflicts of interest, the existence of his or her financial interest, and may be given the opportunity to disclose facts material to that interest to the Board or committee. A "financial interest" includes any current or potential ownership interest in, investment interest in, or compensation arrangement with such party. The term "family member" includes any spouse, parent, child, or sibling of the Interested Person. The disinterested members of the Board (that is, all members except for any Interested Person) or committee will evaluate the impact of the Interested Person's financial interest, assess whether a conflict of interest arises from the financial interest, and determine what action, if any, is appropriate with regard to the financial interest and any conflict of interest. The Board or committee shall conduct whatever additional investigation is considered appropriate under the circumstances.

(b) Officers and Other Leaders. Any officer of ResponsiveEd, or individual who is to hold a leadership position in the operation of the Charter School, including any administrative position (together, "Interested Persons"), any family member of any Interested Person, or any organization in which the Interested Person has a more than a 2% ownership position, which has any direct or indirect financial interest in any party with which ResponsiveEd contracts for services must disclose to the Board, or to a committee designated by the Board as having the authority to review potential conflicts of interest, the existence of his or her financial interest, and may be given the opportunity to disclose facts material to that interest to the Board or committee. A "financial interest" includes any

current or potential ownership interest in, investment interest in, or compensation arrangement with such party. The term "family member" includes any spouse, parent, child, or sibling of the Interested Person. The disinterested members of the Board (that is, all members except for any Interested Person) or committee will evaluate the impact of the Interested Person's financial interest, assess whether a conflict of interest arises from the financial interest, and determine what action, if any, is appropriate with regard to the financial interest and any conflict of interest. The Board or committee shall conduct whatever additional investigation is considered appropriate under the circumstances.

A.04. Disposition of Remaining Assets Upon Dissolution

Upon dissolution, all remaining assets—except for funds specified below—shall be used for nonprofit educational purposes. All remaining funds received from the Indiana Department of Education shall be returned to the Indiana Department of Education not more than thirty (30) days after dissolution.

ADOPTED this 18th day of January, 2013.

Marvin Reynolds
President of the Board of Directors

CERTIFICATION

The undersigned, as Secretary of the Board of the Corporation, hereby certifies that these Bylaws were adopted and made effective by the Board of the Corporation at a meeting held on January 18, 2013.

Ben Klingenstein
Secretary of the Board of Directors

Not-for-Profit Status

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

DEPARTMENT OF THE TREASURY

Date: MAR 08 1999

EAGLE EDUCATIONAL REFORM LEARNING
SYSTEMS INC
C/O MARK K OBRIANT ATTORNEY
4123 MANORVIEW LANE
DALLAS, TX 75228

Employer Identification Number:
75-2748762
DLN:
318338082
Contact Person:
RONALD BENJAMIN ID# 75883
Contact Telephone Number:
(214) 767-0157
Accounting Period Ending:
December 31
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 947 (DO CG)

EAGLE EDUCATIONAL REFORM LEARNING

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of $20 per day for each day there is a failure to comply (up to a maximum of $10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

EAGLE EDUCATIONAL REFORM LEARNING

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

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

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

District Director

Letter 947 (DO/CG)

IRS Department of the Treasury
Internal Revenue Service

OGDEN UT 84201-0046

In reply refer to: 0423335246
May 29, 2008 LTR 252C 0
75-2748762 000000 00 000
00004239
BODC: TE

RESPONSIVE EDUCATION SOLUTIONS
PO BOX 292730
LEWISVILLE TX 75029

007850

Taxpayer Identification Number: 75-2748762

Dear Taxpayer:

Thank you for the inquiry dated Nov. 09, 2007.

We have changed the name on your account as requested. The number shown above is valid for use on all tax documents.

If you have any questions, please call us toll free at 1-877-829-5500.

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include this letter and, in the spaces below, give us your telephone number with the hours we can reach you. Also, you may want to keep a copy of this letter for your records.

Telephone Number ( )_____ Hours_____

Sincerely yours,

Karen E. Peat

Karen E. Peat
Dept. Manager, Code & Edit/Entity 3

Enclosure(s):
Copy of this letter

State of Indiana
Office of the Secretary of State

CERTIFICATE OF AUTHORITY

of

RESPONSIVE EDUCATION SOLUTIONS, INC.

I, CONNIE LAWSON, Secretary of State of Indiana, hereby certify that Application for Certificate of Authority of the above Texas Non-Profit Foreign Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, July 13, 2012.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 13, 2012.

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

2012071300493 / 2012071319358

APPENDIX D: LEADERSHIP INFORMATION

Attached is the leadership information for the School's authorized representative, school administrators, and governing board members:

1. Charles Cook, Chief Executive Officer/Superintendent/Board Member
2. Chris Baumann, General Counsel/Authorized Representative
3. Dr. Alan Wimberley, Chief Learning Officer
4. Robert Davison, Chief Operating Officer
5. Marvin Reynolds, Board President
6. Dan Maddalena, Board Vice President
7. Ben Klingenstein, Board Secretary

CHARLES COOK

Background Check Authorization

A background check for Mr. Cook has already been conducted by the Mayor's Office during the application process for Founders Classical Academy of Indianapolis.

Résumé

Overview

Charles Cook brings over 15 years of experience in private and public education. His experience includes educational leadership, management, finance, and marketing. He developed the nation's largest privately funded adult educational program in Los Angeles, California. This experience has served him well as he has been instrumental in crafting one of the largest and most respected charter school districts in Texas. As the Chief Executive Officer of Responsive Education Solutions, Charles gives oversight to a charter school district which now includes 50 campuses and over 7,000 students. Charles has made it his goal to bring quality education to students from various sides of the socio-economic spectrum. ResponsiveEd campuses are diverse in nature, aiding students who are at-risk of dropping out of school to students who are looking for a greater challenge before beginning their college careers. Each school focuses on a personalized approach which fosters the students to become life-long learners. He gives leadership and vision to his staff of 1,000+ employees and serves with them in the day-to-day operation of ResponsiveEd. One of Charles' greatest strengths is the ability to bring leaders together for a common goal. He is using these strengths today to bring awareness that the charter school movement is a growing force in education in the state of Texas.

Among his many accomplishments, Charles spearheaded the monumental opening of The Foundation School for Autism in San Antonio, the first tuition-free charter school for students with autism in the state of Texas. Charles also serves as the Treasurer of the Board for the Texas Charter School Association (TCSA), the leading charter school advocacy organization in Texas. He earned his Bachelor of Arts Degree in Religion from Luther Rice University in Atlanta, Georgia.

Experience

1999-Present Responsive Education Solutions
Chief Executive Officer / Superintendent / Board Member
Oversee operations of 50 open-enrollment charter campuses
Corporate staff of over 130 employees
School District staff of 1,000+ employees
Annual Revenue of $72.6 million
Member of the Board of Directors

1995-1999 School of Tomorrow Publishers
Manager of Customer Service
Increased sales from 1.7 million to 3.4 million
Manage 28 full-time employees
Manage over 1.3 million-dollar cost center budget
Implemented Customer Care training for 200 corporate employees

1991-1995 Los Angeles Mission
Educational Coordinator
Developed adult education program
Over 100 program participants.

Professional Organizations

Texas Charter School Association (TCSA)
Treasurer of the Board of Directors

Education

Luther Rice Seminary
B.A., Church Ministries
Completed degree with 3.2 GPA

Memorandum

Mr. Cook has no known conflicts of interest.

CHRIS BAUMANN

Background Check Authorization

A background check for Mr. Baumann has already been conducted by the Mayor's Office during the application process for Founders Classical Academy of Indianapolis.

Résumé

Overview

Chris Baumann serves as General Counsel for Responsive Education Solutions ("ResponsiveEd"), a nonprofit corporation that has established, and currently operates, over 60 public charter schools throughout Texas and Arkansas. In his role as General Counsel, Chris is responsible for the management of legal services for ResponsiveEd and providing legal representation in matters involving the corporation. An experienced presenter, Chris has delivered over 200 workshops and keynote speeches to educators and students in 32 states throughout the U.S. as well as cities throughout Mexico, England, and South Africa. In addition, he has over 20 years of experience in public and private education, over 10 years of which have been spent working with charter schools.

Bar Admissions

- Texas
- United States District Court for the Eastern District of Texas
- United States District Court for the Northern District of Texas
- United States Court of Appeals for the Fifth Circuit
- Supreme Court of the United States

Professional Associations and Memberships

- National School Boards Association Council of School Attorneys
- Texas Association of School Boards Council of School Attorneys
- Alliance of Public Charter School Attorneys

Selected Professional Presentations

- Panelist, 3rd Annual Charter School Legal Summit, Dallas Texas (May 20, 2013)
- Presenter, 16th Annual Texas Charter Schools Conference, "Avoiding the Pitfalls of At-Will Employment," Austin, Texas (December 5, 2012)
- Presenter, Indiana Charter Schools Conference & Expo, "Avoiding the Pitfalls of At-Will Employment," Indianapolis, Indiana (September 20, 2012)
- Presenter, 14th Annual Texas Charter Schools Conference, "The Fair Labor Standards Act: Pay Now or Pay More Later," San Antonio, Texas (December 1, 2010)
- Co-Presenter, 13th Annual Texas Charter Schools Conference, "Religious Expression by Charter School Employees," Grapevine, Texas (May 13, 2010)

Education

Texas Wesleyan University School of Law, Fort Worth, TX
J.D., Juris Doctor, 2008

Honors:

- Cum Laude
- National Order of Barristers

Participation:

- Law Review, Associate Editor
- Board of Trial Advocates, President
- Mock Trial Competition Team, Member
- Moot Court Competition Team, Member
- Moot Court Honor Society, Member
- Phi Delta Phi International Legal Fraternity, Member

The International Institute, Lewisville, TX
B.A.; Bachelor of Arts in Bible, Communications, and Christian Education; 1994
Honors: Summa Cum Laude

Other Experience

Legal:

- Associate, Brown, Dean, Wiseman, Proctor, Hart & Howell, LLP, Fort Worth, TX (August 2008–November 2009)
- Law Clerk, Judge Bonnie Sudderth, 352nd District Court, Fort Worth, TX (January 2008–April 2008)
- Law Clerk, Department of Justice, United States Attorney's Office, Civil Division, Fort Worth, TX (2006–2007)
- Legal Intern, Office of the Indiana Attorney General, Litigation Division, Civil Rights and Employment Section, Indianapolis, IN (Summer 2006)

Educational:

- Director, Responsive Education Solutions, Lewisville, TX (1999–2008)
- Coordinator, School of Tomorrow, Lewisville, TX (1991–1999)

Community Activities

- Presenter, Temple Baptist Church, "A Historical Study of the 'Wall of Separation between Church and State,'" Flower Mound, Texas (August 15 – September 12, 2012)
- National Mock Trial Competition, Coach, Texas Wesleyan University School of Law (2009)

Memorandum

Mr. Baumann has no known conflicts of interest.

ALAN WIMBERLEY, ED.D.

Background Check Authorization

A background check for Dr. Wimberley has already been conducted by the Mayor's Office during the application process for Founders Classical Academy of Indianapolis.

Résumé

Overview

Dr. Wimberley serves as Chief Learning Officer for ResponsiveEd, designing, training, and implementing innovative education systems for students. He created new school systems within ResponsiveEd designed for: (1) "high expectation" elementary students; (2) middle school students, blending personalized and teacher-directed environments; and (3) high school students, blending personalized environments with 21st century technology. Dr. Wimberley led ResponsiveEd to achieve additional accreditation with the Southern Association of Colleges & Schools, becoming one of the first 200 school systems in the nation to accomplish this distinctive. He is a regular author for education reform/charter school submissions.

Education

- Ed. D., University of North Texas, Denton, Texas
  - Education Administration, Minor Field: CECS, GPA 3.8
  - Dissertation - "An Analysis of Performance Differences Between Self-Directed and Teacher-Directed Alternative Education Campuses in Texas"

- M. Ed., Liberty University, Lynchburg, Virginia
  - Education Administration, Focus studies in emergent literacy

- B.S., Tarleton State University, Stephenville, Texas

Career History

- 2002-present, Executive Officer, Responsive Education Solutions, Lewisville, Texas
- 2005-present, Founder/Director, Center for Strategic Learning Systems, Denton, Texas
- 2010-present, Adjunct Professor, University of North Texas, Denton, Texas
- 2011-present, Adjunct Professor, Liberty University, Lynchburg, Virginia
- 2011-present, Adjunct Professor, Dallas Christian College, Dallas, Texas
- 2010-present, Owner/Director, K2G Learning, Pilot Point, Texas
- 2010-present, Board member, Texas State Council, Southern Association of Colleges & Schools
- 2006-present, Board member, International Learning Style Network, St John's University, New York
- 2008-present, Advisory Board member, ITeachTexas Certification Organization, Denton, Texas
- 2006, Member, Entrepreneurial Education Consortium
- 1998- 2002, Superintendent, Carrollton Christian Academy, Carrollton, Texas
- 1996-1998, Secondary School Administrator, Emmanuel Christian School, Manassas, Virginia
- 1994-1996, Secondary School Administrator, Greenville Christian School, Greenville, Texas
- 1994-1996, Teacher, Athletic Director, Greenville Christian School, Greenville, Texas

- 1988-1996, Coach, Greenville Christian School, Greenville, Texas

Selected Professional Presentations

- "21st Century Learning Style Applications," International Learning Style Institute, Northeastern Oklahoma State University (2011)
- "An Analysis of Performance Differences Between Self-directed and Teacher-directed Alternative Education Campuses in Texas," University of North Texas Dissertation (2009)
- "Can There Be Remuneration Without Regulation?," ACSI Conference, Dallas, Texas (2006)
- "The Deformation of Education Reform," Education Research Exchange Annual Symposium, University of North Texas (2006)

Certifications

- Instructional Leadership Development Training ("ILD"), Region X
- Professional Development Appraisal System Training ("PDAS"), Region X
- Learning Styles Certification, International Learning Styles Network, St John's, New York
- Certified Facilitator, Signature Program – The Seven Habits of Highly Effective People

Accreditation

- Have served as a certified consultant and team chairman for accreditation teams.
- Have led four school systems on the executive level through accreditation
- Currently serve on the state council for the Southern Association of Colleges & Schools

Additional Recognitions

- 1980 Outstanding Young Men of America
- Directed camps for the mentally handicapped for ten years 1990-2000
- "Final Four Coach," 1990-91 State Finals, TAPPS Girls Basketball
- "Coach of the Year," 1990-91, Greenville Herald-Banner Sports Department
- "Final Four Coach," 1991-92 State Finals, State Runner-Up, TAPPS Basketball
- "Who's Who Among America's Teachers," 1992/96/98
- "Where Are They Now," Selected as a Distinguished Alumni, University of North Texas (2010)
- Member of Phi Kappa Phi, Graduate Honor Society

Memorandum

Dr. Wimberley has no known conflicts of interest.

ROBERT DAVISON

Background Check Authorization

A background check for Mr. Davison has already been conducted by the Mayor's Office during the application process for Founders Classical Academy of Indianapolis.

Résumé

Overview

Robert Davison serves as Chief Operating Officer for ResponsiveEd, managing the day-to-day operations according to established plans, standard operating procedures, and legal and regulatory requirements. He assists the Chief Executive Officer in developing, implementing, and monitoring the operating plans, budgets, goals, objectives and strategic initiatives of ResponsiveEd.

Education

University of Arkansas Little Rock, Little Rock, AR
B.A.; Bachelor of Arts, Communication (Minor in Business Administration)

Professional Experience

Chief Operating Officer, Responsive Education Solutions, Lewisville, TX (2000–Present)

- Over 10 years' experience as a Chief Operating Officer and Regional Superintendent.
- Handled Chief Financial duties on an interim basis and increased the revenue and surplus during that time.
- Oversee various departments, including Facilities, Child Nutrition, Transportation, School Operations, PEIMS, and Special Education.
- Assist Campus Directors in the operation of their schools and work cooperatively with all staff and departments in providing available information for development of programs, reports, and administrative rules.
- Manage business operations and fiscal policies.
- Handle district budget preparation and contract management.
- Promote and facilitate funded grant proposals resulting in innovative curricular programs.
- Research and write board policies.

Managing Director Broadcast Services, Church on the Rock (1999-2000)

- Produced and Directed Live weekly Television Broadcast.

Senior Video Producer, School of Tomorrow, Lewisville, TX (1992-1999)

- Produced videos and media for K-12 curriculum.
- Produced videos for educational and administrative training.

Professional Associations and Memberships

- Texas School Business Administrator
- Texas Association of School Business Officials

Memorandum

Mr. Davison has no known conflicts of interest.

MARVIN REYNOLDS

Background Check Authorization

A background check for Mr. Reynolds has already been conducted by the Mayor's Office during the application process for Founders Classical Academy of Indianapolis.

Résumé

- Holder of a Masters of Education Degree in Secondary School Administration from the University of Central Oklahoma
- Post Graduate work for Secondary School Principal at the University of Oklahoma
- Holder of a Standard Oklahoma Teaching Certificate for Secondary Principal (Teacher #068043, Certificate #0596976)
- Served the Oklahoma City Public School System (7 years) as a teacher, counselor, and administrator
- Ordained to the Ministry at Sherwood Baptist Church in Oklahoma City
- Head Master of Sherwood Baptist Academy in Oklahoma City, Oklahoma (14 years)
- Served as an Educational Consultant (4 years) and as a Regional Field Representative (10 years) for Accelerated Christian Education (publishers of school programs)
- Founder and President of the American Academy in Oklahoma City, Oklahoma (K-12) now in the 25th year of service
- Served as Board Member, Vice President, and President of the Board of Responsive Education Solutions, headquartered in Lewisville, Texas
- Completion of Board Training for Texas Charter Schools
- Founder and now serving as Executive Director of the National Association of Private Schools with over 15 years serving 175 schools
- Public and private school experience totaling over 45 years

Memorandum

Mr. Reynolds has no known conflicts of interest.

DAN MADDALENA

Background Check Authorization

A background check for Mr. Maddalena has already been conducted by the Mayor's Office during the application process for Founders Classical Academy of Indianapolis.

Résumé

- Served as Director at Open Door Children's Home & School, Cornettsville, KY
- Served as School Teacher and Business Manager at Dallas Christian Academy, Dallas, TX, for four years
- Served as Vice President of Finance at School of Tomorrow publishers, Lewisville, TX, from 1974-1990
- Served on the Board of Directors for Calvary Campus, Letcher, KY (formerly known as Calvary College) as a Board Member from 1976-2003 and as Chairman of the Board from 2003-Present
- Board Member of Responsive Education Solutions, Lewisville, TX, from 2002-Present

Memorandum

Mr. Maddalena has no known conflicts of interest.

BEN KLINGENSTEIN

Background Check Authorization

A background check for Mr. Klingenstein has already been conducted by the Mayor's Office during the application process for Founders Classical Academy of Indianapolis.

Résumé

- Served on the board for ResponsiveEd for past 4 years
- Licensed attorney since 2000
- Currently serves as the Executive Director/Compliance Director at JP Morgan Chase
- Conducted sessions at multiple school law conferences

Memorandum

Mr. Klingenstein has no known conflicts of interest.