

Receipt by TEA: _____ Date of Committee Review: _____
 _____ Approved _____ Not Approved Date of SBOE Review: _____
 Beginning Date of Operation: _____

**Application for Approval of an
Open-Enrollment Charter**

Instructions: Submit four copies of completed application with the proposed charter and assurances signed by the Chief Operating Officer of the School and the evidence of parent/community support to the Texas Education Agency, Document Control Center, 1701 North Congress Ave., Austin, Texas 78701. For assistance, contact the Office of Charter Schools at (512) 463-9575.

Chief Operating Officer
 of Proposed Charter: Robert H. Crosby Title: President

Name of Sponsoring Entity: Richard Milburn Academy
 The applicant is an "eligible entity" under the following category (check one):
 _____ an institution of higher education (TEC 61.003); X a tax-exempt organization [501(c)(3)]; (applied)
 _____ a private/independent institution of higher education (TEC 61.003); _____ a governmental entity.

Sponsor Address: 14416 Jefferson Davis Hwy., #8 City: Woodbridge, VA
 Zip: 22191 Phone Number: (703)494-0147 FAX: (703)494-6093

Name of Proposed Charter: Richard Milburn Alternative High School - Killeen, TX

Charter Site Address: Mid-Town Mall, 1001 East Veterans City: Killeen, TX
Memorial Blvd.
 Zip: _____ Phone Number: N/A FAX: N/A
 Grade _____ Expected Initial _____ Projected Max. _____
 Levels: 9-12 Enrollment: 100 Enrollment: 200

The charter will primarily serve an area that is geographically: X urban _____ suburban _____ rural

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus and any other essential characteristics. For example, "The Seventh Avenue Charter School is designed to recover students who have dropped out of high school and prepare them through vocational training to be productive contributors to society."

The Richard Milburn Alternative High School will provide a non-traditional accredited high school program to recover dropouts and to help at risk students on the verge of dropping out of school to stay in school.

Indicate the approximate percentage of each student population in as many categories as are applicable:
0 pre-kindergarten; 10% special education; 10% migrant;
80% economically disadvantaged; 20% limited English proficiency; 50% recovered dropouts;
100% at risk of dropping out;
20% pregnant or parent students; _____ other _____

The facility to be used for an open-enrollment charter school is owned by _____
X a commercial entity _____ a non-profit entity _____ a school district.

Texas point of contact is Dr. Norman Hall at 830-557-6181

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EXECUTIVE SUMMARY

History

Recognizing the need to serve soldiers who required instruction in basic skills, GED training and certification, LTC Richard A. Grim founded the predecessor of Richard Milburn High School (RMHS) in 1975 at the Marine Corps Development and Education Command at Quantico, Virginia. Subsequent to initial approval by the Virginia State Department of Education and the Veterans Administration, the Southern Association of Colleges and Schools (SACS) accredited RMHS in 1980. Currently, RMHS annually serves more than 50,000 students in programs ranging from elementary remediation to adult foreign language training. In the high school, 85% of RMHS students have experienced success by making acceptable progress toward achieving individual academic and life/career skills goals. RMHS currently provides programs to 37 school districts in 7 states (Massachusetts, New Hampshire, Indiana, Illinois, North Carolina, Florida, and Virginia). Appendix A presents a list of school districts being served and program results over the past three years. Richard Milburn Academy (RMA), a non-profit institution, has been formed by executives of RMHS to replicate the RMHS programs in charter schools which require that the applicant agency be a non-profit institution.

The RMA Program

The RMA program provides non-traditional educational programs for students to earn high school diplomas, either from RMA or from the local school district, and to gain employment experience. RMA offers apprenticeships, courses in academic core curriculum and career/life skills. Flexible scheduling allows RMA students to maximize opportunities to work and earn high school credits. Typically, RMA accommodates student employment schedules by repeating academic courses during morning, afternoon, or evening sessions.

A. High School Program Features.**•COMPLETE ACCREDITED HIGH SCHOOL ACADEMIC CURRICULUM**

Core Curriculum Offerings

English, social studies, mathematics and science

Elective Curriculum Offerings

Humanities, physical education
and foreign language**•ACADEMIC CORE CURRICULUM SKILL IMPROVEMENT**

Reading, writing, spelling and mathematics skills

•MONITORED STUDY

Individualized/monitored and evaluated

•PORTFOLIOS

Documented/validated learning experiences

•EXPERIENTIAL LEARNING

Hands-on student centered instructional activities

• **TRANSITION TO WORK PROGRAM**

Community-Based Internship (CBI)

Monitored and documented 150-hour apprenticeship or internship program

Monitored and validated competency-based credit for community experiences

Career Assessment/Job Preparation

Pre-employment Counseling, Assessment and Training

External Learning Experiences

Documented and validated non-classroom learning experiences

College Preparation Program

SAT/ACT Preparation

College Placement Counseling

• **LOW PUPIL TEACHER RATIO**

Direct instruction focused on individual student

• **BLOCK AND MODULAR SCHEDULES**

College like scheduling to meet student personal and needs

• **LIFE SKILLS**

Practical problem-solving techniques

B. Statement of Purpose. RMA's specific purpose centers on attracting dropouts and at-risk students and maintaining their school attendance to achieve high school completion from an accredited school. RMA will provide educational services which feature combinations of academic and school-to-work programming, small class sizes and intensive guidance counseling for the following students who:

- have been suspended for the remainder of the year from the regular school program;
- have dropped out and who wish to return to school;
- need a transitional environment subsequent to incarceration or residential treatment;
- are deemed significantly at risk of failure for academic or behavioral reasons.

C. Grade Ranges. Grades 9-12 will be served by RMA.

D. Location. The RMA program will be established at Mid-Town Mall, 1001 East Veterans Memorial Boulevard in Killeen, Texas. This will include a multi-classroom facility. RMA has executed a letter of intent to lease this space.

1. LONG RANGE VISION

A. Statement of Need

(1) Need for a Charter School

The Killeen ISD operates schools and provides a wide array of programs, including thematic middle schools, academies, vocational education centers, and alternative schools. These schools and programs are bound by traditional public school operation problems, often have limited enrollments, and experience high per pupil costs. Despite the diverse educational programs offered, statistics⁽¹⁾ show that over 200 students per year drop out of Killeen schools.

Table 1 below ranks the top six Killeen ISD schools by the number of dropouts. Over 82% of the dropouts come from just four schools (two of these schools are alternative schools).

Table 1
Top Six Killeen Schools
With Highest Dropout Rate

<u>School</u>	<u>Dropout Numbers</u> ⁽¹⁾	<u>Dropout Rate %</u>
1. CVGA Program	97	23.2
2. New SE Ninth Grade Center	35	3.3
3. Killeen Alternative Center High	29	11.9
4. Ellison High School	<u>28</u>	1.2
Subtotal	189 (82.2%)	--
5. Killeen High School	12	0.5
6. New SW Ninth Grade Center	11	3.3
7. Others	<u>18</u>	--
Total	230	2.0%

School research shows that as many as three times this number of students may be at risk of dropping out at any time. Students tend to become at-risk when they fail to abide by school policies and have difficult home situations. Frequently, parents of at-risk students have difficulty in determining the most effective means for achieving desirable educational results for their child. Consequently, many parents of at-risk students experience frustration with traditional education and community service programs making difficult their encouragement for their child's educational and social achievement. This can lead this underserved population to education, work, and social problems, including multiple experiences with the police and judicial system.

⁽¹⁾1995/96 Report on Public School Dropouts, TEA, August 1997

A charter school can provide the Killeen ISD with an alternative means to achieve the evolving district-wide education performance standards for student promotion, graduation, attendance, and dropout reduction.

B. Mission and Goals Statement

(1) RMA Mission Statement

Richard Milburn Academy (RMA) motivates and challenges at risk adolescents to achieve academic excellence, employment success, and social responsibility by providing non-traditional experiential learning opportunities in which students develop self-confidence, self-worth, self-discipline, and self-acceptance.

(2) RMA Philosophy

RMA believes all students can achieve excellence in a positive challenging educational environment that stimulates their interests, channels their energies, and develops their abilities. RMA is committed to providing a non-traditional learning environment for students with distinct needs for these educational services. Recognizing the individual strengths and intrinsic worth of all students, RMA modifies educational services to provide each student with personalized opportunities to increase their academic, employment and social skills leading to completion of credits for a high school diploma.

RMA believes adolescents are likely to achieve immediate and life long success when all members of the school community share responsibility for developing each child's intellectual, physical, social, and vocational potential. Recognizing many parent and community members' frustration with traditional education programs, RMA creates active participation opportunities for parents and community members to help students increase their specific talents and their self-worth. To accomplish this, RMA invites and develops parent and community participation through the RMA School Advisory Committee and through several programs, including the Transition to Work Program, Community Based Internship Program, and the RMA Student Leadership Program.

(3) RMA Statement of Purpose

RMA's primary purpose is to attract and motivate at-risk students to attend school regularly, to achieve measurable improvement in their academic, employment, social and life skills, and to graduate from an accredited high school. Also, RMA's purpose is to provide at-risk students with opportunities to become responsible community members and achieve employment success.

RMA will serve Killeen area students benefiting from a non-traditional education program, including:

- Students on long term suspensions
- Drop-outs wishing to return to school
- Teen Parents
- Students with significant family financial obligations
- Students transitioning from incarceration or residential treatment
- Students significantly at risk of failure for academic or behavioral reasons

(4) Academic Program Goals

RMA develops and revises site specific academic program goals through evaluation of local community needs and on-going student assessment. Using a quality assurance plan, RMA identifies key-program indicators and reports programmatic success to all members of the school community. RMA Academic Program Goals are integral to the mission of each RMA campus and the focus for staff development, instructional delivery, student assessment, and community participation.

Table 2 shows the initial RMA academic program goals.

**Table 2
Academic Program Goals**

1. Provide an accessible motivational Personalized Education Plan (PEP) for each student
2. Increase student attendance
3. Increase achievement test competency
4. Decrease disciplinary actions
5. Increase student, parent and employer satisfaction with the education program
6. Increase the number of students earning recognized high school diplomas
7. Increase the number of students who successfully transition from RMA to career or post-secondary education

The academic program components provide students with the opportunity to complete all requirements leading to a high school diploma. In addition to these comprehensive core high school course offerings of English, social studies, mathematics and science courses, RMA provides opportunities for enrollment in academic elective curriculum courses that are both interesting and self-motivating for students.

(5) Non-Academic Goals

RMA develops and revises site specific non-academic program goals to motivate at-risk students to achieve employment success and social responsibility. All RMA students participate in the Life Strategies Inclusion Program, Transition to Career Program and Community Based Internships. RMA teachers focus instruction on the individual development of each student through an integrated curricular holistic model for adolescent development including:

- Intellectual development
- Physical development
- Social interaction (interpersonal and intrapersonal)
- Psychological development
- Citizenship development (ethics, beliefs and values)

This instructional approach includes a hands-on pedagogy that is delivered through enriching, experiential, project based learning. Co-curricular activities to include field studies, guest speakers, community resources and a transition-to-career program are among the most enlightening features of the RMA non-academic goals for all students.

In addition, for older youth who have acquired little to no credits toward a high school diploma completion program, a graduate equivalent diploma (GED) program is recognized and offered as an option. A standard component of both the Academic and Non-Academic goals for all RMA youth includes mastery of job related skills gained through the Transition-to-Work course. This course offers both pre-vocational, vocational/avocational development that will assist each youth toward gainful employment in the world of work.

C. Long Range Vision

RMA will become the best alternative high school in the region as demonstrated by accomplishment of its major educational outcomes.

2. GOVERNANCE**A. Corporate Structure**

RMA is organized as a non-profit corporation. Appendix B presents the articles of incorporation and certificate of incorporation.

RMA has applied for IRS tax exempt status. See Appendix C for the application.

RMA is a newly founded non-profit organization and thus has not submitted a financial report to the IRS.

B. Organization and Management**(1) Functional Organization**

Figure 1 presents a functional organization chart for an RMA school. Appendix D presents job descriptions for key employees.

(2) Rules and Policies for Governance and Operation of the School

Rules and policies have not been developed for an RMA charter school in Killeen, Texas. Appendix E presents a copy of the RMHS School Board Policy Manual which will be revised for RMA. If approved as a charter school, RMA will follow the following timetable for development of rules and policies:

<u>Event</u>	<u>Timetable</u>
Approval for charter	March 1, 1998
1st Draft for Internal Review	April 1, 1998
2nd Draft for Board Review	May 1, 1998
3rd Draft for Community Review	June 1, 1998
4th Draft for Board Approval	July 1, 1998
Final Submission to State Board	August 1, 1998

C. Governing Board

The RMA officers and board members are:

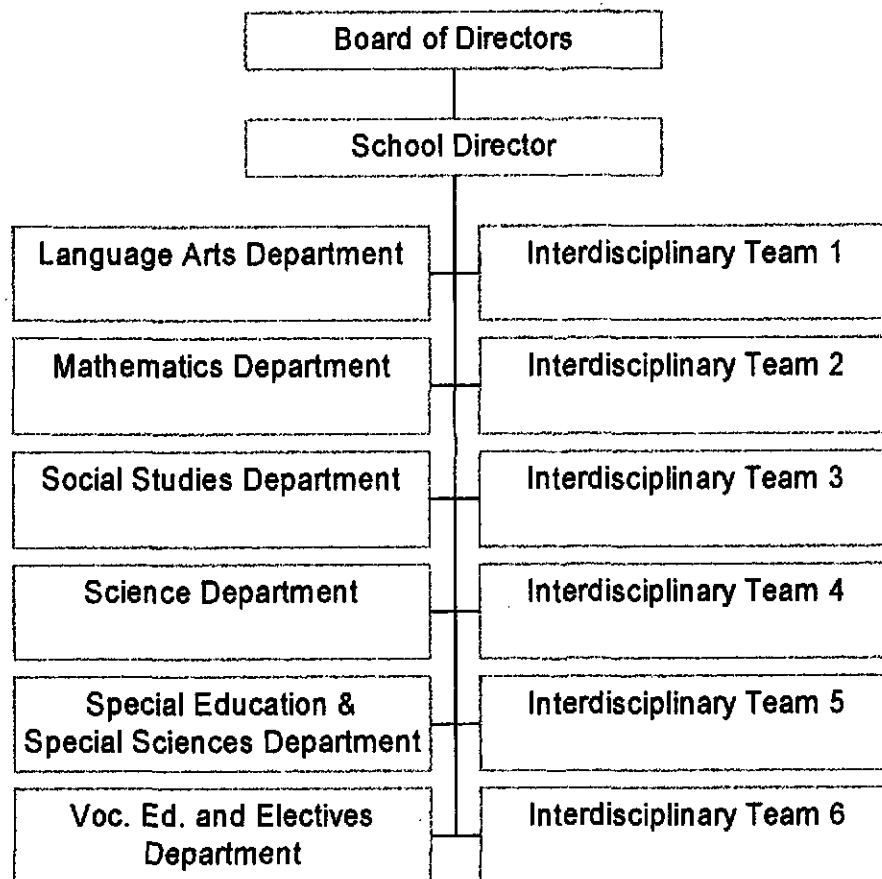
R.H. Crosby, President, Chairman
 Dr. K. Underwood, Board Member
 R. Reiber, Comptroller, Board Member

The RMA charter will be governed by a selected Board consisting of the following five representatives:

Representative
 Parent (1)
 Teacher (1)
 RMA Executive (1), Dr. Normam Hall
 School to Work (1)
 Local Community Organization (1)

The representatives will serve a 3 year term of office with staggered rotation to insure a stable Board. The first Board Chairman will be the RMA appointed executive with a one

RMA Functional Operation Chart



Each staff member belongs to both a Department and Interdisciplinary Team.

Department Configuration

- Language Arts - Department Chair
- Language Arts - Teacher
- Language Arts - Teacher
- Language Arts - Teacher
- Language Arts - Teacher

Interdisciplinary Team Configuration

- Team Leader
- Language Arts Teacher
- Social Studies Teacher
- Math Teacher
- Science Teacher
- Voc. Ed. Teacher
- Special Ed Teacher
- Counselor
- Advocate
- Elective Teacher

APPLICATION

year term. The Board Chairman will be Dr. Norman Hall. His background includes the following:

- 7 years experience as Superintendent, Huffman School System, Texas
- 5 years experience as Superintendent, Round Rock School System, Texas
- Education Consultant, SHW Architects, Dallas, Texas

Appendix E presents Dr. Hall's resume.

Following the one year, the Board Chairman will be elected by majority vote of the Board.

The Board will meet every other month on the 2nd Tuesday of the month in a public meeting at the school's location. Two weeks prior to a Board meeting, a notice will be published in local newspapers and a notice will be mailed to the parents of each student. The Board will have oversight responsibility for ensuring that RMA implements the charter in full accordance with the law. The Board will provide guidance to the school administrator (principal) and will not be involved in the supervision of teachers or be a bargaining agent for RMA. All employees of the school will be RMA employees and will be supervised by the RMA school administrator.

The Board will have fiduciary responsibility with oversight and decision making on school operations to include:

1. selection of school principal
2. setting of policies
3. approving annual budgets
4. approving school procedures

The Board of Trustees' responsibility will be the development of policies for every phase of school activities, i.e. curriculum, business services, student expectations, staff selection and evaluation.

The Board will then establish monitoring and evaluation criteria to assure that policies are followed. These procedures will be administered by the school's chief administrator. School policy and administrative regulations will comply with the charter contract.

It would be expected that the Board would appoint a number of committees composed of parents, community members, teachers, students, and administrators to study and recommend additions or deletions to the Board policy. These committees would meet at least twice monthly.

The Board would have open meetings in locations and at times so all stakeholders in the school would have the opportunity to be part of the decision making process.

D. Community Support

Once RMA begins operations in a school district, community support is generated very quickly as the school demonstrates success by recovering dropouts and keeping at risk students in school. The problem is that RMA must have some evidence of community support during the application process. The Open-Enrollment Charter Guidelines and Application (page 4) allow up to four ways to demonstrate community support:

1. Parental (Guardian) Petition

A petition is difficult as the at risk population that we will begin serving in September 1998 cannot be identified this early in the process. The Killeen ISD certainly will not provide us a list of their dropouts and at risk students (privacy limitations) so there is no way for RMA to get in contact with this population at this time so this way of providing community support is not feasible. Besides, is a handful of parental signatures meaningful to show community support?

2. Parents (Guardians) Review the Application

Since a list of parents is not available, this way is not feasible at this time.

3. Letters of Endorsement

RMA believes that submitting a few letters of endorsement of our "friends" is not a meaningful way to show community support at the grassroots level.

4. Public Meetings

RMA has selected the most difficult way to show community support by holding two public meetings in January to review the contents of this application. An announcement will be placed in a local newspaper as shown in Appendix G. The meetings will be held on the following schedule:

Public Meetings

January 15, 1998, Thursday, 7:00-9:00 P.M. at Mid-Town Mall
January 22, 1998, Thursday, 7:00-9:00 P.M. at Mid-Town Mall

RMA will provide a list of attendees and notes of these meetings as an amendment to this proposal.

3. EDUCATIONAL PROGRAM

A. Content Standards and Curriculum

(1) Content Standards. The RMA content standards for student performance encompasses a scope and sequence which is comprehensive for all secondary school age youth.⁽¹⁾ Included is a core curriculum with enhanced curriculum areas covering all disciplines. The core areas of English, social studies, mathematics, science, health and physical education as well as a host of elective areas compose the RMA curriculum. The standards of learning for each curriculum area set reasonable benchmarks and expectations for what teachers need to teach and students need to learn. The clear, concise academic standards are communicated to parents as well as student performance and achievement data that are measured against these standards.

The RMA standards are reviewed and revised on a continual basis and are equal to or exceed those standards established by the TEA. Teachers are provided up-dated curriculum materials and on-going staff development opportunities to ensure that state-of-the-art curriculum and instruction will be delivered in each RMA classroom. The RMA program focuses on a project based learning approach with experiential and/or hands-on skill areas addressed in each discipline, thus the ability level of each student is challenged and enhanced. Each student (regular, special education and language minority) is provided challenging academic and vocational instruction to meet individual needs as presented via their Prescriptive Educational Plan (PEP).

(2) Curriculum Overview. The RMA curriculum is comprehensive and broad in scope. An on-going review and analysis process of all aspects of the curriculum ensures that RMA students are always afforded a modern, up-to-date and challenging program. The sequence of all program courses is matched with the local school district program offerings, thereby enabling students a smooth transition into and out of the RMA school as well as the local school district.

Following the successful completion of a middle school program or a portion of a high school program, RMA accepts referred students in its accredited high school program. Based on the RMA mission and philosophy, real world instructional options in non-traditional educational settings provide students an opportunity to earn a high school diploma from RMA or from the local school district using the following High School Program Features:

- **A COMPLETE ACCREDITED HIGH SCHOOL ACADEMIC CURRICULUM**
- Core Curriculum Offerings
 - English, social studies, mathematics and science, health studies
- Elective Curriculum Offerings
 - Humanities, art, computers

⁽¹⁾ The RMA Standards will be aligned to the requirements of TEC 28.002.

● **An ACADEMIC CORE CURRICULUM SKILL IMPROVEMENT**
Reading, writing, spelling and mathematics skills

● **A TRANSITION TO WORK PROGRAM**

Community-Based Internship (CBI)

Monitored and documented 150-hour apprenticeship or internship program

Monitored and validated competency-based credit for community experiences

Career Assessment/Job Preparation

Pre-employment Counseling, Assessment and Training

External Learning Experiences

Documented and validated non-classroom learning experiences

College Preparation Program

SAT/ACT Preparation

College Placement Counseling

● **MONITORED STUDY**

Individualized, monitored, and teacher evaluated

● **PORTFOLIOS**

Documented, validated learning experiences and demonstrated talents

● **EXPERIENTIAL LEARNING/PROJECT BASED**

Hands-on student centered instructional activities

● **LOW PUPIL TEACHER RATIO**

Direct instruction focused on individual student needs with student teacher (instructor) ratios of 10-15 to 1

● **BLOCK AND MODULAR SCHEDULES**

College like scheduling to meet student personal and academic needs

Because many RMA high school students experience work and family responsibilities which prohibit traditional school attendance, flexible scheduling allows students to maximize opportunities to work and earn high school credits. RMA accommodates student employment schedules by repeating academic courses during morning, early afternoon, late afternoon or evening class sessions. Also, to encourage student success, RMA offers the Life Strategies Program which features academic, college and career/life skills counseling and tutorial session.

Students graduating from RMA must complete rigorous academic and non-academic programs, including a minimum of 21 Carnegie units, as follows:

English	4 units
Mathematics	2 units
Science	2 units
Math or Science	1 unit
Social Studies	1 unit
U.S. History	1 unit
U.S. Government	1 unit
Electives	<u>9 units</u>
	21 units

Appendix H presents a summary of RMA courses. A copy of the RMA* diploma is shown in Appendix I.

(3) Specialized Curricular Focus. RMA specializes in curricula that focuses on at-risk student academic, career and social skill development. Each RMA student is assessed in designated skill areas that are reflected in the Prescriptive Education Plan (PEP). The skills assessed include, but are not limited to such areas as reading, writing, speaking and listening, science, mathematics, social studies, fine arts, health, physical, vocational and life skills (career education). Following the enrollment of a student in the RMA program, teachers begin instructional delivery utilizing a Project Based Learning approach.

The RMA Project Based Learning approach encompasses a hands-on, experiential learning experience that enhances the knowledge base and functioning level of each student. Through state-of-the-art technology, students are provided opportunities to work in small and large groups with their peers, as well as on an individual basis with their teacher.

For most students, a school to work (transition to career) program is offered through the elective course sequence. The scope and sequence for this offering and the core RMA academic curriculum offerings are adjusted based on each school district's requirements for graduation. Our Life Strategies course and Pre-employment Training/Work Study course are more fully described below.

*RMA and Richard Milburn High School (RMHS) are used interchangeably in this proposal.

Life Strategies Course

The RMA Life Strategies Program is specifically designed for youth that challenge the existence RMA is committed to enabling every student to maximize learning opportunities to achieve success and increase skills in the academic and work experience environment by offering a non-traditional academic, career and life skills program. Therefore, teaching those whose learning styles and abilities fall outside of what are usual expectations requires thoughtful planning.

The RMA Life Strategy approach focuses on the three major learning styles of learners: Visual Learners; Auditory Learners; and Kinesthetic Learners. In addition, our teachers incorporate the five learning modalities of: Visual Language; Auditory Language; Visual Numerical; Auditory Numerical; and Auditory-Visual-Kinesthetic Combinations (Kinesthetic-Tactile). These areas provide both the teacher and the student a mapping identification system respective to the individual strengths of the student.

The RMA Life Strategies Course includes the following topics: Team Building, Self-Acceptance, Anger Management, Problem Solving, Decision Making, Value Survey, Interest Surveys (Occupational and Life Style Indicators), Substance Use/Abuse Education, Interpersonal/Intrapersonal Relationships, (Goal Setting, and Job Readiness).

The Life Strategies Course Objectives include:

- To create with each student an understanding of self
- To recognize and develop natural abilities
- To learn to establish successful relationships
- To begin life's goals and purposes
- To encourage and help students to see how to achieve these goals

Through a series of hands-on, project based learning activities, students are given opportunities to assist them in facing and working to solving their every day problems. By helping students to identify and take responsibility for their problems assists them to transfer the learned problem-solving steps to other situations.

Pre-Employment Training/Work Study

RMA uses a Competency Based Employability System. Students will attend pre-employment skill training for 3 hours weekly.

The curriculum will include the following:

1. Making Career Decisions
2. Using Labor Market Information
3. Preparing Resumes

4. Filling Out Applications
5. Interviewing
6. Being Consistently Punctual
7. Maintaining Regular Attendance
8. Demonstrating Positive Attitudes/Behavior
9. Presenting Appropriate Appearance
10. Exhibiting Good Interpersonal Relations
11. Completing Tasks Effectively

Students (at their option) will also participate in apprenticeship or internship study programs for up to 20 hours per week for high school credit. Approximately 150 hours of work in these programs will be required for one (1) high school credit.

RMA focuses on providing pre-employment and employment skills training, incorporating transitional work features into regularly scheduled school activities. RMA integrates core subject content with business training requirements, using the Transition to Work Program. Additionally, RMA concentrates on pre-employment work skills, life skills and other related skills necessary for successful transition to employment.

In regularly scheduled conferences, RMA counselors guide students in assessing various careers and preparing students to fulfill necessary requirements to gain employment. Using core subject content, teachers individualized instruction and student product requirements to compliment appropriate training necessary for successful transition into employment.

The RMA personalized counseling approach is presented as an assistance opportunity for RMA students. The overall focus is on the individual learner who realizes success comes in a variety of packages. This tutorial approach from a non-professional counseling individual may constitute a community volunteer, a classmate or a peer enrolled in another RMA program. In each tutorial-counseling situation, the initial rapport developed leads to mutual respect between the student and the tutor. This provides yet another opportunity to ensure successful student learning in the RMA school program.

B. Instructional Methods

RMA provides various motivational strategies to encourage students to enroll and continue as students during the school year, performing successfully. Believing that all students can achieve excellence in a positive and challenging environment, RMA offers small classes in which teachers can individualize content, process, and products, based on student strengths and weaknesses. Regularly scheduled tutoring provides remediation, review, and enrichment of subject content. In addition to providing collaborative learning experiences that teaches students to become successful team members, RMA also teaches students to increase cognitive and affective skills necessary for success in leadership roles. Regularly scheduled academic and vocational counseling sessions guide students in career/life decision-making and

transition to work. By offering career mentor-ships, RMA offers opportunities for students to gain meaningful employment experience. Since successful student performance is primary to school attendance, RMA shares ownership in creating and managing personal behavior and educational plans.

(1) Program Scope and Size. As an accredited diploma granting school, RMA provides a comprehensive array of high school courses enabling its students to enroll in academic and non-academic course work leading to a high school diploma. The core academic program and the related elective course offerings provides each student with multiple opportunities to successfully achieve graduation.

A high school diploma is the minimum skill level for virtually every entry-level job in our society. As determined by our graduate survey results, many of the youth who have completed a RMA diploma program have continued to post secondary skill development training through college enrollment, military enlistment and/or on the job training experiences.

The scope and size of the RMA curriculum program far exceeds the general, traditional public school program offerings. RMA offers course sequences in all academic areas including a successful Transition to Career Program from which students may earn high school credits while planning their future career placement. These valuable skill-building opportunities help to set our program ahead of others and continue to enrich the overall success of a RMA experience for students.

(2) Instructional Methods for Knowledge Proficiency and Skill Development. Individuals enrolled in public and private schools in the 1990's and into the 21st Century will need enhanced skills, and advanced educational training that will enable them to meet the growing technology demands driven by a dynamic global economy. RMA offers to its students the type of program geared to meet the increasing changes and demands placed upon us in the working world through the dynamic integration of technology into almost every aspect of our program.

RMA teachers employ state-of-the-art instructional strategies to address the multi-dimensional needs of at-risk youth. RMA integrates technology and computer aided instruction into the curriculum. This provides students with a well-rounded learning experience using information technology they can retain for future use beyond the RMA program. These acquired skill sets may include communication technologies such as use of the Internet and the Web, business and/or financial applications, and interactive multimedia based applications encompassing the entire educational field. Our ability to incorporate technology into our skill development program curricula continues as an accepted standard among the delivery models used by RMA teaching personnel.

For example, RMA students apply research skills above the traditional information gathering modes contained in books, journals and other similar "hard copy" resources by utilizing today's high capacity global communication infrastructures and widespread use of electronic communication networks. RMA youth will learn to use popular resource search tools such as Yahoo, Lycos, and other keyword engines to access the wealth of online knowledge available on the Internet and World Wide Web.

The RMA technology integration curriculum affords students opportunities to excel in knowledge and literacy based courses. These opportunities are reflected in the administration of both standard and teacher prepared proficiency assessment instruments that enables students and parents to review both measured progress and achievement levels. In addition, every student contributes to their individual, personal portfolio assessment for each course thereby providing the teacher, parent, and student with an on-going picture of success and levels of accomplishment.

(3) Methods for Improving Student Motivation Classroom Instruction and Learning. A "holistic model" of development is the standard that is presented to youth by all RMA staff. The model includes the following five areas:

- Intellectual development
- Physical development
- Social interaction (interpersonal and intrapersonal)
- Psychological development
- Citizenship development (ethics, beliefs and values)

This model is based on Maslow's Hierarchy of self-actualization that has self-motivation as its premise.

Through small class size, each student is afforded the opportunity to be recognized, rewarded and awarded for achievement as well as effort. This mode of classroom instruction enhances student learning, focuses on peer relationship building and increases the opportunity for peer tutoring to take place in a small group instruction arena. Cooperative learning, experiential learning and project-based learning are only a few of the comprehensive teaching strategies employed by RMA staff.

(4) RMA Special Needs Student Programs. The term "special needs student" includes those youth, who have experienced traditional at-risk behavior and/or academic difficulties, as well as those who exhibit chronic disorders, either medically or socially speaking. In addition, those who are gifted intellectually and/or physically are included in such student identification categories.

RMA addresses the needs of its students through non-traditional academic, vocational and career oriented programs. Regardless of a Special Education "IEP" (Individualized Education Plan) programmed student or a student with a 504 handicapping condition program need, or a regular education student with at-risk difficulties, RMA provides for each youth as prescribed in the "PEP" Prescriptive Education Plan. RMA staff in concert develops the PEP with the student and the respective parent or guardian.

(5) RMA Student Intervention Strategies and Resources. Through an analysis of student test data, student cumulative file data including report card achievement information, and other materials presented on behalf of each student, RMA enrolls youth in a series of courses respective to the student's current functioning level. RMA does not practice social promotion! Adequate resource materials are provided to the teaching staff who repeatedly implement, review, assess and adjust their delivery style and level of material based on student progress.

A multitude of resources offered by RMA and supported by the school community enhances the learning opportunities for all students. In particular, RMA staff focuses on teaching and learning styles to ensure that the process of teacher instruction and student achievement is maintained at a mastery level. The RMA staff develops community resources that ranges from classroom guest presenters to community field studies including points of interest, cultural, artistic, and socially acceptable, work-related enterprises.

C. Structure of School Day and Year

RMA will adhere to the public school calendar of instructional days. Table 3 presents a daily schedule for high school. This schedule will allow for daily instructional courses of 300 minutes per day for each school day. This structure supports the RMA educational program by providing the necessary courses and at the same time providing flexibility to meet the needs of at risk students.

D. Parent and Community Support and Participation

(1) RMA welcomes parent and community involvement with students, both at the school site and in the community. RMA encourages students to participate in a wide variety of community activities, including sports programs, music programs, drama productions, docent programs at museums, hospital volunteer programs, Big Brother/Big Sister programs and other programs with other community agencies.

(2) RMA Community Agency Partnership. RMA encourages students to become involved in extra-curricular activities including field studies sponsored by the school, as well as activities and programs sponsored by community organizations. Students participate in

Table 3

Typical DAILY HIGH SCHOOL INSTRUCTIONAL AND TRANSITION TO CAREER PROGRAM SCHEDULE

Approximate HOURLY SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM - 12:00 PM	WS	WS	WS	WS	WS, GI
12:00 PM - 3:00 PM	WS	WS	WS	WS	PEC
3:00 PM - 6:00 PM	LS, HSC, C	HSC, C	LS, HSC, C	HSC, C	C
6:30 PM - 9:30 PM	HSC, C	HSC, C	HSC, C	HSC, C	C

19

Each trimester, students generally enroll in a program that includes: 1) an apprenticeship/internship, 2) a life/career learning skills program, 3) two (2) academic courses, and 4) guided instruction, tutorial and/or make-up sessions.

To maximize each student's academic career and life skills program, apprenticeships, life/career learning skills, and high school courses are offered during morning, afternoon, and evening sessions. Thus, students with a night job can attend academic courses during the day and vice versa.

NOTES

- WS = Work study is a monitored career development program for high school credit at an employer's work site.
- PEC = Pre-employment competency classes of career decision making, life skills, work maturity skills, and job search skills.
- C = Counseling sessions will be scheduled with each student and parents.
- LS = Learning skills may include up to 12 hours weekly of math, reading, writing, and language skills for high school credit.
- HSC = High school courses will include the RMHS high school curriculum tailored to fit the needs of each school system supplemented with other credit options as described in the school brochure.
- GI = Guided instruction, tutorial and/or make-up session.

APPLICATION

00020

field studies that are directly related to content. Both prior to and subsequent to the field study, students must complete assignments that derive from the specific study. For example, students have visited museums, libraries, art exhibits, plays, concerts and nature trails, using the studies to investigate additional information and provide opportunities to increase thinking skills.

(3) RMA Community Organizations and Business Partnerships. RMA believes that a school, to be effective, must fully connect into a community. One community connection that RMA makes is to strive for parental involvement. Once established in a community, RMA reaches out to various community and business organizations to develop working partnerships. In Killeen, RMA will develop working relationships with the following:

Organization and Purpose*

YMCA/YWCA -- use of facility for physical education program

Boys'/Girls' Clubs -- recruitment of students

Churches** -- use of facilities as classrooms

Various businesses -- school to work (STW) employees

Community Action Agencies -- recruitment

Regional Employment Boards -- referrals

Community Colleges -- post secondary counseling for our students

Chamber of Commerce - STW business connections

*RMA has already communicated with some of these organizations

**church schools are used as RMHS schools in Norfolk, Loudoun County, and Prince William County

4. ACCOUNTABILITY

A. Student Performance Standards and Assessment

To maximize individual student potential, RMA focuses on meaningful student evaluation as an appraisal of achievement and as a diagnosis of difficulties. Although pen/paper tests are traditional student assessments, RMA collects information from a variety of sources, including portfolios containing student products. In addition to results from standardized tests used by local school districts, RMA uses rating scales, direct observation, and checklists of student academic and workplace experiences. Students also share in the evaluation process by participating in self-evaluation and teacher-student conferences, tutorials, and by sharing knowledge and problem-solving for solutions. Furthermore, RMA uses individual counseling to provide evaluation and assessment information pertinent to student appraisal.

(1) Student Performance Standards. RMA requires each student and teacher to meet high standards of performance in all courses as well as present a consistent code of behavior that is acceptable according to the Student Code of Conduct. Academic effort, class attendance, attitude, emotional and social functioning, and a display of mutual respect, contributes to the overall performance expected of each RMA student. In every RMA school

site, an assurance that ALL students will be treated fairly, firmly and consistently is guaranteed and expected.

(2) Student Promotion. To be promoted from one grade level to the next, RMA students must satisfactorily meet the standards established by the participating school districts in Killeen in concert with RMA expectations. This includes completion of course work as evaluated by content and skill standards along with a minimum 2.0 GPA in at least 5 courses.

Grade 9	completed 5 credit courses
Grade 10	completed 10 credit courses
Grade 11	completed 15 credit courses
Grade 12	completed sufficient credits for diploma

(3) Student Graduation Requirements. All RMA students who satisfactorily complete the minimum course requirements and credits necessary for graduation will be awarded a RMA diploma. In addition, each student shall present a completed portfolio of skills developed/acquired that are academic, pre-vocational/vocational and career/work related. This portfolio shall include accomplishments prior to enrolling in the RMA School as well as those acquired throughout the RMA experience.

(4) Student Assessment Plan. To maximize individual student potential, RMA focuses on meaningful student evaluation as an appraisal of achievement and as a diagnosis for difficulties. Although pen/paper tests are traditional student assessments, RMA uses inventories, rating scales, interviews, direct observation, checklists of student academic and workplace experiences, as well as portfolios containing student products. To more accurately evaluate students, teachers collect this information which is not grades. along with results from norm-referenced tests, teachers can identify effective instructional strategies and product-development. Also, RMA teachers collect graded information, including content material examinations, tests of knowledge, abstract reasoning and critical thinking. Students also hare in the evaluation process by participating in self-evaluation and student teacher conferences/tutorials.

Grades at RMA reflect academic progress, as well as effort, attendance, class participation, and completion of assignments. The RMA grading scale is as follows:

A (94-100)	= 4.0	I (Incomplete)
B (84-93)	= 3.0	W (Withdrawal)
C (74-83)	= 2.0	P (Pass)
D (65-73)	= 1.0	
F (64 or below)	= 0.0	

Academic progress and attendance are reported at mid term and at the end of each class session. Mid-term progress reports reflect the progress achieved during the first half of the session, as well as list any missing or incomplete assignments and recommendations for improvement. Final progress reports reflect the entire session.

If a student receives a "I" (incomplete) for a course the student must contact the school director and set up a schedule for completion of requirements. If the student does not complete the requirements, the "I" will convert to an "F".

(5) Other Assessments. Due to students' specific needs and disparate abilities, RMA uses a variety of student assessment instruments. Unless otherwise indicated by an IEP, each RMA student takes a standardized group test, such as the Stanford IV, the MAT-7 or the CTBS. If indicated by an IEP, special needs students take the criterion-based BRIGANCE or BURK'S RATING SCALES. For individual achievement, RMA uses the norm-referenced, standardized WISC-III or the STANFORD-BINET IV. RMA incorporates into the curriculum ACT and SAT preparation, taught on campus by faculty.

B. Accountability for Educational Outcomes

RMA focuses on components of content, process and product in its Program Evaluation Plan, including assessments of program process and outcomes. a continuous activity which addresses specific program performance, Process Evaluation, targets the effectiveness of the school in serving its intended audience. Outcomes Evaluation targets program components for improvement. The measurable school goals are:

- **Criterion One: Measure of Student Attendance**

RMA students will achieve a 90% attendance./attendance records*

- **Criterion Two: Measure of Student Performance**

70% of RMA students will achieve mastery on the state mandated assessment on the first attempt⁽¹⁾/test scores*

- **Criterion Three: Measure of Student Behavior in School Activities**

70% of RMA students will show a decrease in observable aggressive behavior./reported incidents*

- **Criterion Four: Measure of Satisfaction with RMA**

80% of RMA students will express satisfaction with school./student survey*

80% of RMA Parent(s)/Guardian(s) will express satisfaction with school./parent survey*

80% of RMA Parent(s)/Guardian(s) will express satisfaction with student performance./parent survey*

80% of RMA Employers will express satisfaction with school./employer survey*

80% of RMA Employers will express satisfaction with student performance./employer survey*

⁽¹⁾TEC, Chapter 39

*source of data

● **Criterion Five: Measure of Success**

80% of RMA students will remain in school or graduate./attendance/graduation records*

● **Criterion Six: Measure of Student Completion of GED Program**

75% of eligible RMA students will achieve a passing score on the Standard GED Assessment instrument/test scores*

● **Criterion Seven: Measure of Students Who Are Gainfully Employed**

80% of eligible RMA students will successfully complete the Transition To Career program and will be employed/student records*

C. Accountability and Public Reporting

RMA will complete an annual report entitled "*The Killeen Experience*" similar to "*The Haverhill Experience*" shown in Appendix J. The report will be submitted to the State Board of Education by September 30 of each year covering the preceding school year.

5. STATEMENT OF IMPACT

The letter shown in Appendix K was mailed to the Killeen ISD on December 17, fedexed on December 18 with a signed receipt received on December 19, 1997.

6. GEOGRAPHICAL AREA

The charter school will serve all at risk students who reside in the Killeen ISD.

7. ENROLLMENT CRITERIA

A. Admissions, Attendance and Withdrawal

(1) Student Admissions

For admission, students must meet any one of the following criteria for at-risk students:

1. Suspended from school five or more days during the previous year
2. Pregnant or the parent of one or more children
3. Retained in grade during the last four years
4. Failed to receive credit in at least two major subjects during the most recent grading period
5. Scored in the bottom quartile of standardized achievement tests used by school system at the end of the previous year
6. Poor school attendance/truancy defined as not attending school 20% of time without an excuse during the most recent grading period.

7. Expelled from school in the previous school year
8. Lacks demonstrated proficiency in the English language as measured by a Standardized Test
9. Drug or alcohol dependent, identified by medical authority or appropriate school personnel
10. On probation or in custody of Juvenile Probation
11. High school dropout

Potential students will be admitted based on the date of application for enrollment up to the funded enrollment at each campus. A waiting list will be established respective to the date and time of registration.

(2) Student Admission Process

RMA will implement an open enrollment program that is open to all high school age youth who are residents of Killeen, Texas according to the parameters set forth in 7.A.(1).

(3) RMA Student Attendance Policy

RMA provides individualized and cooperative group hands on instruction along with "connecting the school to the community and work" activities to motivate students and ensure active, daily participation. The RMA mentor program provides students and parents with a RMA staff member and a fellow student who encourage and monitor daily and long term performance. All teachers take attendance each class period and immediately report absences to the students faculty menton RMA "zero absence" policy requires students to complete all work and time scheduled in classes at the school site. Students must request permission to miss classes in advance. Students absent without permission receive a telephone call from their mentor. Repeated absences result in a probationary period requiring a contract between RMA and the student and parent.

B. School Climate and Student Code of Conduct

(1) RMA SAFE Orderly Drug Free Schools

Research shows that resiliency, the capacity to overcome adversity, provides adolescents with the life skills to avoid drug dependencies. RMA provides an environment that promotes resiliency building in youth. Faced with parental alcoholism, divorce, depression, violence plagued neighborhoods or with poverty or homelessness, how do youth "beat the odds," and grow up to be competent adults? This question is best addressed through

RMA's approach to assist youth in building resiliency. The RMA Safe, Orderly and Drug Free Schools highlights include:

Three key factors: positive personality, effective problem solving, and being inwardly directed

- Assisting families to become more nurturing and caring
- Assisting community resources to be more supportive
- Administering the national PRIDE survey
- Incorporate locally developed programs sponsored by Police, Social Services, Juvenile and Justice and other community based efforts such as SADD, MADD, etc.

(2) RMA Student Behavior Management Policies

RMA demands student discipline. Each student entering our school receives a Student Handbook (see Appendix L) which clearly sets forth expectations of behavior and consequences. RMA uses a variety of policies to enforce student discipline, ranging from an internally based system of self-motivation and self-control to expulsion. RMA School Director will immediately suspend and recommend for termination/expulsion any student involved in physical aggression, theft or the possession of weapons, drugs, drug paraphernalia or alcohol at any RMA site, activity or work place. Students must arrive on time and attend classes regularly, complete assigned work and interact appropriately with faculty, staff and fellow students. There are no excused absences. Accordingly, students must make up all work.

(3) RMA Teacher and Administrator Behavior Management Responsibilities

Students failing to meet these expectations receive immediate counseling by RMA faculty and may be placed on a written Performance Improvement Plan. Students who fail to comply with the terms of their Performance Improvement Plans are subject to suspension or termination/expulsion. RMA uses conflict resolution to increase self-control skills in anger management and impulse control. While students are consciously involved in monitoring and implementing individual discipline practices, they must abide by standards that guarantee a safe, healthy learning environment.

C. Recruitment and Marketing Plan

RMA will market this program in a variety of ways to include the following:

1. Working with high school counselors and principals to identify dropouts, suspensions, or potential dropouts.
2. Working with district pupil personnel services for student identification.
3. Printing a brochure (see Appendix M) for wide distribution in the community.
4. Printing ads in local newspapers.

- 5. Working with community groups that have strong commitments for working with the at risk population for referrals.
- 6. Working with private authority* for student placement.

8. STAFFING, QUALIFICATIONS, AND TRAINING

A. Human Resource Policies

Appendix E presents the policy manual for RMHS. This manual will be used for RMA and will be retitled upon approval of the charter. Additional paragraphs will be included to cover the following:

- 1. protection of rights and benefits of current employees of Killeen ISD
- 2. statement that all teachers will be certified which is required for accreditation
- 3. criminal background checks will be required of all employees
- 4. the public charter school established by this charter will include all school employees and employer-employee relationships will be established.

B. Staffing

RMA ensures that each faculty and staff member is highly qualified to work with students who benefit from a non-traditional educational program. Approximately half of the faculty holds Masters' degrees and many are multi-categorically qualified with business or government work experience. RMA requires each teacher to maintain certification for the particular teaching assignment. To ensure high performance teaching and learning, RMA uses a comprehensive performance management system which addresses individual goal-setting, related assessment measures and continuous professional development.

Our plan for RMA at Killeen is to hire the following:

<u>Position</u>	<u>Experience</u>
Project Director (1)	Masters, 10+ years exp
Work Study Coordinator (1)	Masters, 10+ years exp
Counselor/Social Worker (1)	Masters, 10+ years exp
Teachers (1 FTE for each group of 12-15 students)	Certified, 5+ years exp
Clerical (1)	Nonprofessional

*RMA will not exclude a student who has a documented listing of criminal offense, juvenile adjudication, or discipline problems as defined in TEC, Chapter 37, Subparagraph A, as long as an RMA placement is appropriate for the student.

RMA recognizes that a highly qualified staff is an essential element in successful educational programs. As such, RMA will maintain an on-going recruitment program to ensure a staff that will meet or exceed the basic requirements of the solicitation. All on-site staff will be recruited locally.

A. Recruitment

RMA's recruitment approach follows:

1. Classified advertisements are placed in local city and post newspapers.
2. Contact is made with each member of any incumbent staff.
3. Contact is made with local colleges and professional organizations.

B. Hiring

1. For every position, RMA will interview at least three candidates.
2. The position will be offered to the individual that best fulfills position requirements with preference for minority candidates.
3. Records check to include police and NCIC in compliance with all policies and procedures of Killeen ISD.
4. Copies of complete personnel documentation substantiating employees' qualifications will be submitted to the corporate office prior to the employee's starting date.
5. All personnel records will be maintained at the corporate office.

RMA has had significant success at other locations using this approach and we are confident that the supply of qualified personnel will greatly exceed the demand, thus ensuring the recruitment of highly qualified staff.

C. New Employee Orientation

The RMA training program provides training goals, objectives, and activities for all employees--both new and experienced. New employee induction includes a discussion of job duties, performance expectations, work rules, and company policies.

Orientation to RMA policies and procedures is best accomplished through a review of the RMA Policy Manual discussing each item with new employees to ensure thorough understanding. A signed statement signifying that the employee has read and understands the rules will become part of the employee's personnel record.

Some of the topics that will be discussed during the new employee orientation are:

- attendance policies
- leave policies and rules

- pay procedures and schedules
- safety and security practices
- employee benefits
- grievance procedures
- dress codes, rules or expectations
- work ethics
- employment documentation and personnel files

Since positive relationships and interface with the participating agencies is critical to the success of RMA programs, the new employee orientation will also focus on the school division's role in the educational process, resources available in the local area, interaction with the school division's personnel, and school division's policy and procedures applicable to RMA.

The focus of pre-service is the specific position tasks, educational program, and site environment. The objective of pre-service training is to orient the employee to his role prior to the initiation of services. Among the topics to be covered during pre-service are:

- program goals and objectives
- program structure and format
- role and responsibilities of the employee/instructor
- operational guidelines, policies, and procedures
- specific course content
- instructional methodologies, resources, and materials for at risk youth
- flexible, innovative student evaluation
- classroom management strategies for at risk youth
- record keeping and reporting procedures

The focus of in-service is the upgrading and updating of teacher skills. Among the topics to be covered for in-service training are:

"How to Write Form A's"
 Structuring Your Lesson Plans
 Writing Meaningful Objectives
 Behavior Modification Procedures in Every Classroom
 Aggression Replacement Training
 RMA Curriculum Orientation
 Conducting Effective After School Clubs and Activities
 Computer Usage in the Instructional Media Center
 Effective Inclusion Strategies for Special Education Youth
 Contract Compliance
 Assessment and Measuring Student Progress
 End of Year Closing Procedures
 Needs Assessment Strategies for the 1998/99 School Year
 Gearing Up for an Effective Summer Program

9. SCHOOL SUPPORT

A. Annual Budget Process

The school director will develop an annual budget for Board approval according to the following time line*:

1. 1st Draft Budget for Internal Review	March 31, 1999
2. 2nd Draft Budget for Board Review	April 14, 1999
3. 3rd Draft Budget for Board Review	June 9, 1999
4. Board Approval	August 11, 1999

*the time line for SY 1998/99 is delayed as charter approval is not expected prior to March 31, 1998.

B. Proposed Budget/Financial Management

Table 4 presents the proposed budget for the first year of charter school operations.

The financial management of RMA will be handled by RMHS, Inc. as part of an administrative agreement for financial services. Mr. Richard Reiber, CPA, is the full-time internal Comptroller of RMHS. The financial management of RMHS and RMA will be governed by provisions of the Generally Accepted Accounting Principles (GAAP).

Funds will be available throughout the school year by receipt of funds from the Killeen ISD (Sec. 12.107) and from TEA (Sec. 12.106). Monthly loans will be provided by RMHS as required.

C. Annual Audit

The books of RMA will be included in our annual external audit performed by Rubino and McGeehin, Chartered Public Accountants. The program will be audited by executives of RMHS.

D. Public Education Information Management System (PEIMS)

RMA will fully participate in the PEIMS as required by any public school in Texas.

E. Facilities

RMA is searching for school locations in the open commercial market. Our plan is to occupy 3,000-5,000 square feet for the campus with 6-8 classrooms. A site has been located and RMA has executed a letter of intent to lease this site. The site consists of 5,000 square feet with up to 10 classrooms located at Mid-Town Mall, 1001 East Veterans Memorial Boulevard, Killeen, Texas. Appendix N presents floor plans and a signed letter of intent. Any renovations to upgrade this facility for occupancy as a school will be included in the lease costs.

F. Provision for Transportation

RMA will provide transportation in accordance with the policy of the Killeen ISD. It is our intention to purchase these services from the Killeen ISD.

G. Provision for Food Services

RMA students will generally attend classes from 2:30 P.M. to 9:30 P.M. so there will not be a need for lunch services. However, if classes are scheduled over the lunch period, RMA will provide lunches in accordance with Killeen ISD policy. It is our intent to purchase any necessary lunch services from the Killeen ISD.

Budget Worksheet for Charter Schools							
Revenue							
1998/98 School Year							
						Total	
		Object Code					
Overview							
A	Net Assets at beginning of Year					5000	Note 1
B	Estimated Revenues:						
1	Local Sources- Note 2			390000			
2	State Sources						
3	Federal Sources						
4	Other Sources						
5	Total Estimated Revenues					390000	
C	Estimated Expenses:						
1	Payroll Costs	6100		262080			
2	Professional & Contracted Serv.	6200		54800			
3	Supplies and Materials	6300		29000			
4	Other Operating Costs	6400		40000			
5	Debt Expense	6500		2000			
6	Total Estimated Expenses					387880	
D	Gains	7950		2120			
E	Losses	8950					
F	Change in Net Assets					2120	
G	Net Assets at End of Year					7120	

00032

APPLICATION

Charter School Budget Categories						
Expenses						
1998/98 School Year						
		Function Code	Object Code		Total	
1	Instruction:	11				
A	Payroll Costs		6100	145600		note 3
B	Professional & Contracted Services		6200			
C	Supplies & Materials		6300	4000		note 4
D	Other Operating Costs		6400	2000		note 5
E	Debt Expense		6500			
F	Total Instruction				151600	
2	Instructional Resources & Media Services	12				
A	Payroll Costs		6100			
B	Professional & Contracted Services		6200			
C	Supplies & Materials		6300	2000		note 6
D	Other Operating Costs		6400			
E	Debt Expense		6500			
F	Total Instruc. Resources & Media Services				2000	
3	Curriculum Dev. & Instruc. Staff Development	13				
A	Payroll Costs		6100			
B	Professional & Contracted Services		6200	2000		note 7
C	Supplies & Materials		6300	2000		note 8
D	Other Operating Costs		6400			
E	Debt Expense		6500			
F	Total Curriculum Dev. & Instruc. Staff Dev.				4000	
4	Instructional Leadership:	21				
A	Payroll Costs		6100	0		
B	Professional & Contracted Services		6200			
C	Supplies & Materials		6300			
D	Other Operating Costs		6400			
E	Debt Expense		6500			
F	Total Instructional Leadership				0	

5	School Leadership:						
A	Payroll Costs	23	6100	105280		note 9	
B	Professional & Contracted Services		6200				
C	Supplies & Materials		6300	6000		note 10	
D	Other Operating Costs		6400				
E	Debt Expense		6500				
F	Total School Leadership				111280		
6	Guidance, Counseling & Evaluation Services	31					
A	Payroll Costs		6100			incl in 5	
B	Professional & Contracted Services		6200				
C	Supplies & Materials		6300	3000		note 11	
D	Other Operating Costs		6400				
E	Debt Expense		6500				
F	Total Guidance, Counseling & Evaluation Serv.				3000		
7	Social Work Services: (Optional)	32					
A	Payroll Costs		6100			incl in 5	
B	Professional & Contracted Services		6200				
C	Supplies & Materials		6300	1000		note 12	
D	Other Operating Costs		6400				
E	Debt Expense		6500				
F	Total Social Work Services				1000		
8	Health Services:	33					
A	Payroll Costs		6100				
B	Professional & Contracted Services		6200	4000		note 13	
C	Supplies & Materials		6300				
D	Other Operating Costs		6400				
E	Debt Expense		6500				
F	Total Health Services				4000		
9	Student Transportation: (Optional)	34					
A	Payroll Costs		6100				
B	Professional & Contracted Services		6200	9000		note 14	
C	Supplies & Materials		6300				
D	Other Operating Costs		6400				
E	Debt Expense		6500				
F	Total Student Transportation				9000		

10	Food Services: (Optional)	35					
A	Payroll Costs		6100				
B	Professional & Contracted Services		6200	2000		note 15	
C	Supplies & Materials		6300				
D	Other Operating Costs		6400				
E	Debt Expense		6500				
F	Total Food Services				2000		
11	Co-curricular/Extracurricular Activities: (0)	36					
A	Payroll Costs		6100				
B	Professional & Contracted Services		6200				
C	Supplies & Materials		6300	2000		note 16	
D	Other Operating Costs		6400				
E	Debt Expense		6500				
F	Total Co-curricular/Extracurricular Activities				2000		
12	General Administration	41					
A	Payroll Costs		6100				
B	Professional & Contracted Services		6200	46800		note 17	
C	Supplies & Materials		6300				
D	Other Operating Costs		6400				
E	Debt Expense		6500	2000		note 18	
F	Total General Administration				48800		
13	Plant Maintenance and Operations:	51					
A	Payroll Costs		6100	11200		note 19	
B	Professional & Contracted Services		6200				
C	Supplies & Materials		6300				
D	Other Operating Costs		6400	38000		note 20	
E	Debt Expense		6500				
F	Total Plant Maintenance and Operations				49200		
14	Security and Monitoring Services: (Optional)	52					
A	Payroll Costs		6100				
B	Professional & Contracted Services		6200				
C	Supplies & Materials		6300				
D	Other Operating Costs		6400				
E	Debt Expense		6500				
F	Total Security and Monitoring Services				0		

15	Data Processing Services:	53					
A	Payroll Costs		6100			in 12.B.	
B	Professional & Contracted Services		6200				
C	Supplies & Materials		6300				
D	Other Operating Costs		6400				
E	Debt Expense		6500				
F	Total Data Processing Services				0		
16	Community Services: (Optional)	61					
A	Payroll Costs		6100				
B	Professional & Contracted Services		6200				
C	Supplies & Materials		6300				
D	Other Operating Costs		6400				
E	Debt Expense		6500				
F	Total Community Services				0		
17	Fund Raising: (Optional)	81				In 12.B.	
A	Payroll Costs		6100				
B	Professional & Contracted Services		6200				
C	Supplies & Materials		6300				
D	Other Operating Costs		6400				
E	Debt Expense		6500		0		
F	Total Fund Raising						
18	TOTAL EXPENSES (ALL FUNCTIONS)				387880		

00036

Notes

Budget Notes of School Expenses						
1998/99 School Year						
					Total	
1	Loan from RMHS					
2	100 students @ 3900 (avg.)					390000.00
3	A	65 courses x 100 hrs. x \$20/hr		130000		
	B	Overhead @ 12% which reflects FICA, FUI, SUI Worker's comp., other benefits.		15600		
	C	Subtotal				145600.00
4	100 students @ \$200 = \$20,000/5yrs					4000.00
5	4 computers @ \$2000 = \$8000/4yrs					2000.00
6	Reference books @ \$2000					2000.00
7	Materials					2000.00
8	Consultants					2000.00
9	A	Principal (1 F.T.) @ \$40,000 for 12 months		40000.00		
	* B	STW Coordinator (1 F.T.) @ \$30,000 for 10 months		30000.00		
	C	Secretary (1.5 F.T.) @ \$16,000 for 12 months		24000.00		
	D	Overhead @ 12.00%		11280.00		
	E	Subtotal				105280.00
10	A	Telephone 100/month, 12 months		1200.00		
	B	400/month, 12 months		4800.00		
	C	Subtotal				6000.00
11	Guidance material and tests					3000.00
12	Consultant					1000.00
13	Nurse services, \$100/wk, 40wks					4000.00
14	50 students x \$1/day x 180 days					9000.00
	Assume 50 other students will transport on their own.					
15	Most students will be eligible for free lunch.					2000.00
	This covers no-eligibles.					
16	Misc materials					2000.00
17	Administrative fee of 12% of revenue includes the cost of legal, accreditation, insurance, accounting, payroll, advertising and promotion, travel, public relations, corporate management, fund raising and approximately 20 other administrative expenses.					46800.00
18	Interest and principle payments to RMHS for start-up loans and other loans.					2000.00
19	A	PT Custodial @ \$1000/month, 10 months		10000.00		
	B	Overhead @ 12.00%		1200.00		
	C	Subtotal				11200.00
20	A	3200 sq. ft. @\$10/sq.ft.		32000		
	B	Utilities \$500 month, 12 months		6000		
	C	Subtotal				38000.00

*also counselor

APPENDIX A

Districts Served and Results

**School Districts Currently Served by RMHS
as of January 7, 1998 (30 districts)**

Massachusetts (9)

Amesbury
Ashburn
Byfield
Georgetown
Haverhill*
Newburyport
Pentucket
Westminster
Winchendon*

Florida (1)

Sarasota County*

Illinois (1)

Chicago*

New Hampshire (3)

Pelham
Plaistow
Salem

Indiana (1)

Ft. Wayne*

North Carolina (1)

Wake County*

District of Columbia (1)

Oak Hill Youth Center*

Virginia (13)

Alexandria*
Annandale*
Chesapeake
Chesterfield County*
Fairfax County*
Falls Church City
Hampton
Herndon*
Loudoun County
Manassas*
Norfolk*
Prince William County*
Virginia Beach*

*Classroom Locations

School Year	No. of School Locations	No. of School Districts	Enrollments	Percent Success*	Percent Graduates Going to Postsecondary Schools
1994/95	9	13	845	86%	38%
1995/96	11	17	909	93%	36%
1996/97	13	35	1300	85% (preliminary)	Not Available

*Percent success is the percent of enrollment less withdrawals that remain in school or graduate.

RMHS TRACK RECORD¹

1994/95 School Year

SITE ²	A TOTAL ENROLLMENT	B WITHDRAWALS ³	C NO. SUCCESS ⁴	D PERCENT SUCCESS ⁵
A. HIGH SCHOOL				
Fairfax County, VA	26	1	23	92.0
Haverhill, MA	56	0	45	80.3
Norfolk City, VA	50	9	31	75.6
Portsmouth City, VA	98	3	67	70.5
Prince William Co, VA	282	0	268	95.5
South Central Virginia, VA	12	0	12	100.0
Virginia Beach, VA	231	21	180	85.7
Williamsburg City, VA	52	13	28	71.8
York County, VA	38	5	26	78.8
Subtotal High School	845	52	680	85.8
B. MIDDLE SCHOOL				
Fairfax County, VA	12	3	9	100.0
Portsmouth City, VA	161	9	98	64.5
Prince William Co, VA	14	0	13	100.0
South Central Virginia, VA	10	0	10	100.0
Virginia Beach, VA	52	3	43	87.8
Williamsburg City, VA	17	2	14	93.3
York County, VA	8	1	6	85.7
Subtotal Middle School	274	18	193	75.4
Grand Total	1119	70	873	83.2

¹ Based upon final results.² Locations of classrooms. A site can serve more than one district but for purposes of this report only the classroom location is listed.³ Withdrawal includes incarceration, moved, and transferred to other programs and other factors beyond the control of RMHS.⁴ Success is the number who graduate, return to the home school, or remain at RMHS.⁵ Percent success is the percent of enrollment less withdrawals that remain in school or graduate. $D=C/A-B$

RMHS TRACK RECORD

1995/96 School Year

SITE ¹	A TOTAL ENROLLMENT	B WITHDRAWALS ²	C NO. SUCCESS ³	D PERCENT SUCCESS ⁴
A. HIGH SCHOOL				
Fort Wayne, IN	32	4	21	75.0
Fitchburg, MA	21	4	13	76.5
Haverhill/Amesbury, MA	42	7	33	94.3
Plymouth, MA	8	0	8	100.0
Salem/Peabody, MA	3	1	2	100.0
Chesterfield, VA	9	3	6	100.0
Fairfax, VA	43	17	26	100.0
Norfolk, VA	80	34	46	100.0
Prince William Co, VA	253	4	249	100.0
South Central Virginia	17	9	8	100.0
Virginia Beach, VA	274	32	217	89.7
Subtotal High School	782	115	629	94.3
B. MIDDLE SCHOOL				
Plymouth, MA	14	2	9	75.0
Salem/Peabody, MA	14	4	10	100.0
Chesterfield, VA	12	1	11	100.0
Fairfax County, VA	6	1	5	100.0
Prince William Co, VA	8	0	8	100.0
South Central Virginia	5	2	3	100.0
Virginia Beach, VA	42	5	27	73.0
Subtotal Middle Sch.	101	15	73	84.9
Grand Total	883	130	702	93.2

¹ Locations of classrooms. A site can serve more than one district but for purposes of this report only the classroom location is listed.

² Withdrawal includes incarceration, moved, and transferred to other programs and other factors beyond the control of RMHS.

³ Success is the number who graduate, return to the home school, or remain at RMHS.

⁴ Percent success is the percent of enrollment less withdrawals that remain in school or graduate. $D=C/A-B$.

September 25, 1997

00041

APPENDIX B

**Articles of Incorporation
and Certificate**

ARTICLES OF INCORPORATION

OF

RICHARD MILBURN ACADEMY, INC.

The undersigned, under and by virtue of the Virginia Nonstock Corporation Act, Chapter 9 of Title 13.1-801 to 13.1-944 of the Code of Virginia authorizing the formation of nonstock corporations, and other relevant laws of the Commonwealth of Virginia, states the following with the intention of forming a corporation thereunder:

FIRST. The name of the corporation (hereinafter referred to as the "Corporation") is: Richard Milburn Academy, Inc.

SECOND. The Corporation is not organized for profit and shall have no authority whatsoever to issue capital stock.

THIRD. The post office address of the initial registered office of the Corporation in the Commonwealth of Virginia is 3441 Commission Court, Woodbridge, Virginia 22192, which is in Prince William County, and Edward M. Quinto, Esquire, who is a resident of the Commonwealth of Virginia and a member of the VA. State Bar of the Commonwealth of Virginia, and whose address is identical with such registered office, is hereby designated as the initial registered agent of the Corporation.

FOURTH. The Corporation is organized, and shall be operated, exclusively for educational purposes within the meaning of Sections 170(c)(2)(B) and 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provisions of any future Federal income tax law) [the "Code"], including for such purposes, without limitation, the operation and management of an educational organization offering instructional, training and informational programs and services.

FIFTH. The Corporation shall have no members.

SIXTH. The affairs of the Corporation shall be managed by directors to be elected as provided in the Bylaws of the Corporation. The initial number of directors of the Corporation shall be one (1), which number may be changed pursuant to the provisions set forth in the Bylaws of the Corporation, but shall never be less than the number permitted by law, and the name and address of the director who shall act until the first annual meeting or until his successor is duly chosen and qualified, is:

NameAddress

Robert H. Crosby

12 Everett Paine Blvd.
Marblehead, MA 01945

SEVENTH. The following provisions are hereby adopted for the purpose of defining, limiting and regulating the powers of the Corporation and of the Board of Directors:

(a) The Board of Directors is hereby authorized and empowered to adopt from time to time Bylaw provisions with respect to the indemnification of directors, officers, employees, agents and other persons and to make such other indemnification as it shall deem expedient and in the best interests of the Corporation and to the extent permitted by law.

(b) The Board of Directors is hereby authorized and empowered to make, amend, alter, repeal or rescind the Bylaws of the Corporation.

(c) The Board of Directors shall have the requisite power and authority to elect and appoint future directors at each annual meeting of the Board of Directors at such date and time as provided in the Bylaws of the Corporation.

EIGHTH. The following provisions are hereby adopted for the purpose of governing the organization, operation and dissolution of the Corporation:

(a) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to (whether on dissolution or otherwise), the directors or officers of the Corporation, or any contributor to the Corporation, 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 FOURTH hereof.

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

(c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any activities not permitted to be carried on by a corporation described in Section 501(c) (3) of the Code and exempt from taxation under Section 501(a) of the Code.

(d) Upon the dissolution of the Corporation, the directors of the Corporation shall, after payment of or due provision for all liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively to any other organization or organizations described in Sections 501(c) (3) of the Code and exempt from taxation under Section 501(a) of the Code.

NINTH. A director or officer of the Corporation shall have no liability to the Corporation for money damages by reason of being or having been a director or officer of the Corporation; provided, however, that nothing in this Article NINTH shall eliminate or limit the liability of any director or officer to the extent such elimination or limitation of liability is expressly prohibited by the Virginia Nonstock Corporation Act as in effect at the time of the alleged act or omission to act by such director or officer. No amendment to or repeal of this Article NINTH shall apply to or have any effect on the liability or alleged liability of any director or officer of the Corporation for or with respect to any acts or omissions to act of such director or officer occurring prior to such amendment.

TENTH. The duration of the Corporation shall be perpetual.

IN WITNESS WHEREOF, I have signed these Articles of Incorporation on the 4th day of September, 1997, and acknowledge the same to be my act and deed and that, to the best of my knowledge, information and belief, all matters and facts stated herein are true in all material respects and such statement is made under the penalties of perjury.

SOLE INCORPORATOR



Jason L. Goldblatt

APPLICATION

COMMONWEALTH OF VIRGINIA
STATE CORPORATION COMMISSION

September 8, 1997

The State Corporation Commission has found the accompanying
articles submitted on behalf of

RICHARD MILBURN ACADEMY, INC.

to comply with the requirements of law, and confirms payment of
all related fees.

Therefore, it is ORDERED that this

CERTIFICATE OF INCORPORATION

be issued and admitted to record with the articles of
incorporation in the Office of the Clerk of the Commission,
effective September 8, 1997.

The corporation is granted the authority conferred on it by law in
accordance with the articles, subject to the conditions and
restrictions imposed by law.

STATE CORPORATION COMMISSION

By



Commissioner

CORPACPT
CIS20317
97-09-08-0503

00046

Commonwealth of Virginia



State Corporation Commission

I Certify the Following from the Records of the Commission:

the foregoing is a true copy of all documents constituting the charter of RICHARD MILBURN ACADEMY, INC..

Nothing more is hereby certified.



Signed and Sealed at Richmond
on this Date: September 08, 1997

William J. Bridge

William J. Bridge, Clerk of the Commission

00047

APPENDIX C

Tax Application

Form **1023**
(Rev. April 1996)
Department of the Treasury
Internal Revenue Service

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

If exempt status is approved, this application will be open for public inspection.

Read the instructions for each Part carefully.
A User Fee must be attached to this application.

If the required information and appropriate documents are not submitted along with Form 8718 (with payment of the appropriate user fee), the application may be returned to you.

Complete the Procedural Checklist on page 7 of the instructions.

Part I Identification of Applicant

1a. Full name of organization (as shown in organizing document) Richard Milburn Academy, Inc.		2 Employer identification number (EIN) (If none, see page 2 of the instructions.) 54 : 1864466	
1b c/o Name (if applicable) Robert H. Crosby		3 Name and telephone number of person to be contacted if additional information is needed Robert H. Crosby (617) 631-2277	
1c Address (number and street) 12 Everett Paine Boulevard	Room/Suite	4 Month the annual accounting period ends September	
1d City or town, state, and ZIP code Marblehead, MA	0 1 9 4 5	5 Date incorporated or formed 9/8/97	
6 Activity codes (See page 3 of the instructions.) 030 | 149 | 566	7 Check here if applying under section: a <input type="checkbox"/> 501(e) b <input type="checkbox"/> 501(f) c <input type="checkbox"/> 501(k)		
8 Did the organization previously apply for recognition of exemption under this Code section or under any other section of the Code? If "Yes," attach an explanation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
9 Is the organization required to file Form 990 (or Form 990-EZ)? If "No," attach an explanation (see page 3 of the Specific Instructions). <input type="checkbox"/> N/A <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
10 Has the organization filed Federal income tax returns or exempt organization information returns? If "Yes," state the form numbers, years filed, and Internal Revenue office where filed. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

11 Check the box for the type of organization. ATTACH A CONFORMED COPY OF THE CORRESPONDING ORGANIZING DOCUMENTS TO THE APPLICATION BEFORE MAILING. (See Specific Instructions for Part I, Line 11, on page 3.) Get Pub. 557, Tax-Exempt Status for Your Organization, for examples of organizational documents.)

- a Corporation—Attach a copy of the Articles of Incorporation (including amendments and restatements) showing approval by the appropriate state official; also include a copy of the bylaws.
- b Trust— Attach a copy of the Trust Indenture or Agreement, including all appropriate signatures and dates.
- c Association— Attach a copy of the Articles of Association, Constitution, or other creating document, with a declaration (see instructions) or other evidence the organization was formed by adoption of the document by more than one person; also include a copy of the bylaws.

If the organization is a corporation or an unincorporated association that has not yet adopted bylaws, check here

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here  **President, Robert H. Crosby** **9/12/97**
(Signature) (Title or authority of signer) (Date)

APPENDIX D
Job Descriptions

JOB DESCRIPTION

Position Title: Project Director **Date:** JAN 1998

Department: High School Division **Location:**

Accountable To:

General Summary:

Responsible for the overall management of the high school subcontractor.

Essential Job Functions:

1. Establishes school policy and operates the total school program in conformity with State and Federal law and policies set by the School Board.
 2. Transmits information and instructions from the School Board and Superintendent to staff and faculty of RMA.
 3. Responsible for all reports required by the School Board and the State Board of Education.
 4. Prepare school budgets and maintain complete and accurate financial records according to pertinent regulations and be responsible for all school funds and fees collected.
 5. Brief and assist the School Board on the progress of the project.
 6. Is responsible for good public relations for the school in the community.
 7. Suggest changes in curriculum, policies, and procedures.
 8. Be responsible for the systematic evaluation of program effectiveness.
 9. Maintain extensive, positive contact with students, parents, and staff to provide teamwork approach.
-

Project Director
Page 2

10. Determine schedule and course offerings for high school completion programs.
11. All other related duties as assigned.

Community-School Relations

Participates personally and encourages participation of other staff members to become involved in business and community groups as a means of developing understanding and support for RMA school objectives and endeavors.

POSITION RESPONSIBILITY WRITE-UP

Position Title: Work Study Coordinator **Date:** JAN 1998

Department: High School Division **Location:**

Accountable To: Project Director

Primary Objectives of Position

To provide quality instruction for students.

To help the students develop their basic skills, their consumer skills, and the skills all people need for adult living.

To provide students an opportunity to receive high school credit by participating in one or more on-the-job training experiences while earning a salary and gaining work experience.

Areas of Responsibility

1. Schedule a meeting with the student to discuss employment and requirements of the Work-Study Program.
 2. Establish goals with the student.
 3. Explore job opportunities with the student in the area and help the student to begin the job search.
 4. Meet with the worksite supervisor to explain the program and answer any questions.
 5. Schedule site visitations with the student and worksite supervisor.
 6. Review the Transition to Work log which is maintained weekly by the student.
 7. Prepare an Exit Report on the student.
 8. Upon completion of all Transition to Work Program requirements, certify credit award by preparing a grade report.
-

Work Study Coordinator - Page 2

9. Establish and maintain positive working relationships with colleagues and supervisors.
10. Establish positive relationships with the students.
11. Adhere to school policies, procedures and regulations established by the School Board.

Community-School Relations

Actively participates in all school activities such as graduation.

Provides opportunities for student conferences.

Supervision of Others

Students

JOB DESCRIPTION

Position Title: Teacher/Instructor **Date:** JAN 1998

Department: High School Division **Location:**

Accountable To: Program Director

General Summary:

To provide quality instruction for students and to help the student develop his/her interests and his/her abilities to his/her fullest capacity in order to become a better person, worker and citizen.

Essential Job Functions:

1. Meet assigned classes regularly.
2. Submit required records and reports routinely.
3. Teach the prescribed course of study.
4. Conduct student conferences.
5. Attend to assigned school duties.
6. Contribute to the development of the program of instruction.
7. Establish and maintain positive working relationships with colleagues and supervisors.
8. Establish positive relationships with the students.
9. Adhere to school policies, procedures and regulations established by the School Board.

Teacher/Instructor

Page 2

10. Monitor the use, misuse (vandalism) or removal of RMA property and equipment in the classroom and adjacent space and report violations to the program manager.
11. Monitor student behaviors in classrooms, hallways and adjacent RMA facilities during break.
12. Attend scheduled RMA staff meetings, conferences, open houses, etc.
13. All other related duties as assigned.

Qualifications:

1. Baccalaureate degree from regionally accredited college or university
2. Current teaching license

Community-School Relations

Actively participates in all school activities such as graduation.

Provides opportunities for student conferences.

Supervision of Others

Students

POSITION RESPONSIBILITY WRITE-UP

Position Title: RMA
Counselor **Date:** JAN 1998

Department: High School Division **Location:**

Accountable To:

Primary Objectives of Position

To provide counseling services.

To provide leadership which will motivate instructional personnel to strive for superior performance.

Areas of Responsibility

1. Be responsible for daily supervision of the on-site teaching staff under the direction of the coordinator.
 2. Provide counseling for students.
 3. Develop student personalized educational plans (PEP) with teaching staff.
 4. Be responsible for the supervision of students.
-

Clerical - Page 2

6. Administrative Support

- Mail merge - form letters
- New class start-up
- Newsletter
- Student calendar
- Graduation support

Community-School Relations

Assist the project.

Supervision of Others

None

APPENDIX E

Policy Manual

RICHARD MILBURN ACADEMY

SCHOOL BOARD POLICY MANUAL

Table of Contents

		Page
INTRODUCTION		
I-1.0	Introduction	2
I-2.0	History	3
I-3.0	Philosophy	4
I-4.0	Objectives	7
ORGANIZATION AND GENERAL ADMINISTRATION		
GA-1.0	Organization and General Administration	9
GA-1.1	School Board	9
GA-2.0	Superintendent	9
GA-3.0	Principal	11
GA-4.0	Site Administrators	13
GA-5.0	Organizational Chart	16
GA-6.0	Organizational Plan	17
GA-7.0	Uniform Application of Standard	17
INSTRUCTIONAL PROGRAM		
IS-1.0	Instructional Program	18
IS-2.0	Grading System	18
IS-3.0	Graduation Requirements	19
IS-3.1	Class Rankings	19
IS-4.0	Transfer Credit	20
IS-4.1	Developmental Studies and Basic Skill Credit	22
IS-5.0	Textbook Adoption	22
IS-6.0	Course Offering	23
IS-7.0	Instructional Delivery Modes	25
STUDENTS		
S-1.0	Students	31
S-1.1	EEO Policy	31
S-2.0	Admissions Policy	31
S-3.0	Enrollment Procedures	31
S-4.0	Student Welfare	34
S-5.0	Field Trips and Excursions	35
S-5.1	Procedure For Use Of The Field Trip Permission Form	35

STUDENTS continued

S-6.0	Attendance	33
S-7.0	Code of Behavior	36
S-7.1	Rules of Conduct	37
S-7.2	Dress Code	38
S-7.3	Smoking	38
S-8.0	Dismissal	39
S-8.1	Grievance	39
S-9.0	Scholarship	40
S-10.0	Graduation Exercise	41
S-11.0	Student Records	42
S-11.1	Procedure to Open and Maintain a Student File (site based) . .	42
S-11.2	Procedure to Closeout a Student File (site based)	44
S-11.3	Forms for Student Record	45
S-11.4	Corporate Office Maintenance	45
S-11.5	Diploma Requests	46
S-11.5.1	Graduate Surveys	46
S-11.6	Transcript Requests	47

PERSONNEL

P-1.0	Personnel	48
P-1.1	EEO Policy	48
P-2.0	Certified Instructors	48
P-2.1	Evaluation of Instructors	49
P-3.0	Staff Development	49

FISCAL MANAGEMENT

FM-1.0	Fiscal Management Policy	50
FM-2.0	Budget Planning	50
FM-2.1	Purchasing Authority	50
FM-3.0	Accounting Financial Statements	55
FM-4.0	School Fees	55
FM-4.1	Tuition Fees	55
FM-4.2	Application Fee	55
FM-4.3	Payment of Fees	55
FM-4.3.1	Independent Study Fees	56
FM-4.4	Tuition Refunds	56
FM-4.4.1	Refund for Independent Study Students	56

- Appendix A Guidelines for the Evaluation of Credit
- Appendix B Student Handbook
- Appendix C 50 Steps to a Successful Graduation
- Appendix D RMHS Form Numbers
- Appendix E Employee Handbook
- Appendix F Teacher Handbook

Description of Sections

- I** ***Introduction*** - Statements of rationale providing for the existence of the school.
- GA** ***Organizational and General Administration*** - Statements and diagrams explaining the administrative organization and lines of authority and responsibilities of the school.
- IS** ***Instructional Program*** - Statements relating to instructional goals, objectives, standards, procedures, programs, curriculum and services.
- S** ***Students*** - Statements relative to attendance, behavior and health and safety.
- P** ***Personnel*** - Statements relating to instructional personnel employment practices in the areas of certification. Other areas of employment are addressed in Richard Milburn Academy Employee Handbook.
- FM** ***Fiscal Business Management*** - Statements relating to budget development, expenditures, purchasing, tuition collection and refunds.

School Board Policy and Procedure Manual**I-1.0****Introduction**

The Richard Milburn Academy (RMA) Policy and Procedures Manual incorporates the procedures which are intended to act as guidelines for implementing policy statements. The RMA Policy and Procedures Manual will act as the primary source book for all RMA High School completion project administrators.

I-2.0

History

Richard M. Milburn High School for Adults was founded in 1975 by Richard A. Grim, a retired disabled veteran of the Vietnam War, to meet the educational need for basic skills and GED instruction at the Marine Corps Development and Education Command, Quantico, Virginia. Initially, RMHS received approval for its educational programs from the Virginia State Department of Education and the Veteran's Administration. In 1980, after five years of operation, RMHS received accreditation from the Southern Association of Colleges and Schools as one of the first diploma granting adult schools in the United States. The school was reaccredited in 1990 after extensive self-study and evaluation from the Southern Association of Colleges and Schools. RMHS has experienced significant expansion in terms of programs, locations and staff and continues to provide services whenever and wherever there is a need. Richard Milburn Academy (RMA), a non-profit institution, has been formed by executives of RMHS to replicate the RMHS programs in charter schools which require that the applicant agency be a non-profit institution.

I-3.0**Philosophy:**

The staff and administration of Richard Milburn Academy believe that humanity is our nation's greatest natural resource and that education and training are a critical way of developing that natural resource.

We believe that education is a lifelong process with responsibilities shared by school administrators, teachers, and students as well as by members of the community.

We further believe that a philosophy of education must be a realistic, functional instrument that is consistent with the times, affording equal educational opportunities, targeted toward developing and maintaining a sound educational framework and committed to educational excellence for all students.

We believe that in a democratic society, education should be directed toward the optimal development of each individual's skills, abilities, awareness, attitudes and values.

We believe that each student should be viewed as a unique individual with intrinsic worth and should be accepted and treated with respect and dignity and justice. As such, we believe that as educators, we must be keenly aware of each student's critical differences in physical, intellectual, emotional and social development.

Recognizing these individual differences, RMA strives to provide a positive, challenging educational environment which stimulates the interests, channels the energies and develops the abilities of each student. We seek to guide students toward self-awareness, self-confidence and toward a realization of their maximum potential. We believe that this excellence is achieved through the fostering of a love of learning as well as the development of factual knowledge and practical skills.

We believe that in order to prepare students to be productive citizens, we must emphasize an appreciation for our social heritage, an understanding of our democratic ideals, and a commitment to responsible membership in a democratic society. Furthermore, we must promote a respect for other individuals, for property, for authority and for the democratic process.

We believe that education must prepare each student for economic and occupational success through the command of essential basic academic skills, the development of critical thinking and problem solving processes, and the formulation of the moral and ethical values that contribute to healthy, productive living.

We believe that the school should partner with the community it serves to meet the educational needs of its members. Consequently, we believe that interaction, communication and involvement should be promoted between the school, its staff, students, parents and the community at large. In doing so, we believe that collectively the school and community can join forces to create, provide and maintain a rich, productive and quality educational program.

I-4.0

Objectives:

1. To offer an educational program through which students can develop academic competency in the basic skills of reading, writing, speaking and listening, mathematics, science, social studies and fine arts.
2. To provide an alternative educational program through which students may obtain a high school diploma in a sound, non-traditional setting.
3. To recognize and accept students as individuals and to provide them with a challenging educational environment that will assist them in developing to their fullest potential.
4. To assess the individual's strengths and weaknesses. To provide a diverse program of instruction that will stimulate interest, foster creativity, develop aesthetic appreciation and encourage initiative through challenging and meaningful activities.
5. To provide a student-centered educational environment which meets each student's unique interests, skills, abilities and needs.
6. To encourage students to develop habits of questioning, researching, and problem-solving that will lead to independent thinking and mature judgment.
7. To offer students guidance in establishing sound values and setting realistic, attainable goals.
8. To assist students in making informed educational, economic and occupational choices.

9. To instill in students a thorough understanding of the democratic process as well as the desire to contribute positively as citizens to the community, the nation, and the world.
10. To provide students opportunities to acquire a sense of personal worth and to instill a belief in the dignity and rights of others.
11. To encourage staff members to strive for excellence through professional preparation and staff development opportunities.
12. To encourage community involvement and support for school programs through open communication and by soliciting input from within the community.
13. To evaluate continuously the total school program and to make changes to ensure adherence to a changing society and the changing needs of students.

GA-1.0 Organization and General Administration**GA-1.1 School Board:**

RMA shall be governed by a five member School Board. The School Board members shall be appointed for two year terms by the RMA corporate board. The School Board will meet bi-annually on dates and times set by the RMA Superintendent to review organizational policies and furnish procedural direction to RMA. The members of the School Board are selected to be representative of their broad service commitment.

GA-2.0 Superintendent:

The Superintendent shall be the chief educational administrative officer responsible for interfacing with the School Board. The Superintendent shall:

1. Attend and participate in all meetings of the RMA School Board.
2. Advise the School Board and President on the need for new and/or revised policies and sees that all policies are implemented.
3. Prepare annual budget recommendations for the high school program and implement the approved budget.
4. Prepare and submit to the School Board and President recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information and reports as are needed to ensure informed decision making.

5. Inform and advise the School Board about programs, practices, and problems of the school.
6. Secure and nominate for employment the best qualified and most competent teachers, supervisory and administrative personnel.
7. Assign and transfer employees as the interest of the school may dictate.
8. Report the case of any employee whose service is unsatisfactory and recommends appropriate action.
9. Hold meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the school.
10. Delegate to others, the exercise of any powers or the discharge of any duties with the knowledge that the delegation of power or duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.
11. Keep informed of modern educational thought and practices by taking advanced study, visiting school systems elsewhere, attending educational conferences, and other appropriate means; keep the Board informed of the trends in education.
12. Study and revise, together with the staff, all curriculum guides and courses of study on a continuing basis.
13. Make recommendations with reference to the location of sites.

14. Recommend courses of study, curriculum guides, and major changes in texts and scheduling.
15. Maintain adequate records for the school, including a system of financial accounts; business records; and personnel, school population and scholastic records. Act as custodian of such records and of all contracts, documents, books or records and other papers.
16. Provide suitable instructions and regulations to govern the use and care of school properties for school purposes.
17. Make visits to all school sites to observe teachers and students.
18. Perform such other tasks as may from time to time be assigned by the School Board or President.

GA-3.0 **Principal**

The Principal, of the area served, shall operate as chief operating subordinate to the Superintendent and is primarily responsible for the management, supervision, in-service training and curriculum of the high school. The principal shall:

1. Establishes school policy and operates the total school program in conformity with State and Federal law and policies set by the Board.
2. Transmits information and instructions from the Superintendent to staff and faculty.
3. Responsible for all reports required by the Superintendent and the State Board of Education.

4. Implement all recommendations of SAC accreditation report.
5. Hire, supervise and evaluate the Site Administrators/Education Coordinators for each location.
6. Advise and assist the Site Administrators/Education Coordinators in the orientation of new faculty and staff.
7. Advise and assist the total faculty and individual teachers to establish instructional goals.
8. Advise and assist counselors in guidance policies and programs.
9. Recognize, encourage, and stimulate professional growth and initiative on the part of the staff.
10. Be responsible for the development and maintenance of an on-going staff training program, to include orientation, pre-service, and in-service components.
11. Acquaint Site Administrators/Education Coordinators and teachers with new materials and/or teaching methods.
12. Conduct faculty meetings and plan in-service programs.
13. Be responsible for a program of school safety and housekeeping.
14. Makes recommendations for teachers' assignments and load.
15. Be responsible for good public relations for the school in the community.
16. Provide continuous liaison with sites regarding curricular, training, and instructional matters.

17. Be responsible for all instructional/ curricular requirements for projects through on-going evaluation.
18. Responsible for all levels of curriculum to include design, development, writing, and editing.
19. Insure the quality and originality of all curriculum development.

GA-4.0 **Site Administrators:**

Site Administrators shall operate as chief operating subordinates to the Principal in orchestrating program and service delivery to students through teaching and auxiliary staff. The site administrator shall:

1. Be responsible for an active student recruitment program.
2. Develop and maintain good public relations for RMA in the community.
3. Develop and implement a comprehensive community marketing program to include communication with designated schools, community agencies and other appropriate groups regarding the RMA programs.
4. Recruit, select, train and supervise all teachers for high school completion programs.
5. Maintain a list of qualified aides and substitutes and secure as required.
6. Organize student graduation ceremonies.

7. Be responsible for all reports required by the Principal, Superintendent and School Board, to include enrollment reports and projections, weekly contact reports, student data reports, etc.
8. Maintain a current and complete inventory of all program equipment, materials, and supplies and be responsible for the requisition and distribution of this material.
9. Transmit information and instructions from the Principal, Superintendent and School Board to the staff and students.
10. Suggest changes in curriculum, policies, and procedures.
11. Evaluate program effectiveness.
12. Maintain extensive, positive contact with students and staff.
13. Establish schedules and select course offerings for high school completion programs.
14. Supervise program administrative and instructional personnel to include: personnel evaluation, employee counseling, reporting of personnel status to include time, absenteeism and other related activities.
15. Be responsible for maintaining and reporting of all financial records to include petty cash, student accounts, and business accounts.
16. Maintain continuous communication with the corporate office regarding all pertinent program matters.

17. Develop and maintain an ongoing staff training program to include orientation, pre-service and in-service components.
18. Participate in the development of project proposals, project summaries, and other marketing documents as required.
19. Identify and explore potential expansion of educational markets.

**Richard Milburn Academy
School Board Policy Manual**

A complete copy of Richard Milburn Academy's School Board Policy Manual is available upon request.

APPENDIX F

Resumes

ROBERT H. CROSBY
President/CEO

EDUCATION:

Masters in Administration, George Washington University
B.S., Engineering, Massachusetts Maritime Academy

TECHNICAL EDUCATION/EXPERIENCE:

● **Transition Team Manager** for project start-up at twenty locations. Project start-up includes recruitment, interviewing, hiring, and training of qualified staff. Developed standard operating procedures, quality control plan, physical security plan, and government inventory property control. Established payroll records and procedures. Coordinated with contract offices and school district administrators. Reviewed operations to insure cognizance with all contract requirements. Conducted follow-up site visit to monitor performance.

Managed the transition team at the following projects:

1. Alternative High School - Haverhill/Amesbury, Massachusetts
Plymouth, Massachusetts
Norfolk, Virginia
Chesterfield County, Virginia
Fort Wayne, Indiana
Wake County, Raleigh, North Carolina
2. MOS Training, Korea
3. SOMED Training, Ft. Sam Houston, Texas
4. BSEP, Ft. Knox, Kentucky
5. BSEP and Support Services, Ft. Dix, NJ
6. MOS Training, Ft. Campbell, Kentucky
7. Language Labs, Ft. Campbell, Kentucky

● **Chapter 1 Coordinator** for ECIA Chapter 1 By-Pass project serving 12 school districts in Virginia. Responsible for monitoring all contract operations involving 700 children, 30 schools, 30 teachers, 3 supervisors, and a project director.

● **Project Director** in the design of a process evaluation for ten education personnel training programs in the U.S. Office of Education. Instruments were developed for the process evaluation, field tested in 80 projects and implemented in over 500 projects.

● **Project Director** for the evaluation of the National Teachers Corps program in the U.S. Office of Education. Designed a detailed interview guide for use as a data-collection instrument for ten project site visits. Interviewed 200 people in the field directly involved with the Teacher Corps project as well as individuals in colleges, the elementary system, and the community.

Robert H. Crosby
Page 2

- **Key Analyst** in the planning and development of a sample design, methodology, and resulting instruments used for an evaluation of the Emergency School Assistance Program of the U.S. Office of Education.
- **Project Director** of the preparation and implementation of analysis plans of the data collected from the Consolidated Program Information Report (CPIR) during 1971, 1972, and 1973 for the National Center of Educational Statistics of the U.S. Office of Education. This statistical analysis focused on measures of program input including staffing, participants, and expenditures for various educational programs.
- **Program Director** to validate data collected on the Consolidated Program Information Report (CPIR). Designed validation methodology, analysis plan, and field interviewing techniques.

BUSINESS EXPERIENCE

- **President, Chief Executive Officer.** Manage a 17 year old company with over 400 employees at fifteen locations in the U.S. and Republic of Korea. Company selected as an INC 500 company in 1985. Set policy. Coordinate and manage projects. Transition Team manager.
- **Senior Vice President** for RMC Research Corp. Responsible for the education division including marketing, project control, budgeting and cost control. Responsible for managing and directing of 30 people involved in various projects such as studies for the National Center for Educational Statistics and the evaluation and technical assistance for the Title I Program funded by the U.S. Department of Education. (1968-78).
- **Vice President** for UniWorld Group, Inc. Responsible for contract management and administration for a variety of projects with U.S. Government. (1978-82).
- **Senior Vice President** for Guerin, Crosby, Morris & Associates, Inc. Responsible for finance and contract administration on all government contracts. (1978-1987).

Robert H. Crosby
Page 3

SELECTED PUBLICATIONS/WORKSHOPS:

The Haverhill Experience, The Richard Milburn Alternative High School in Haverhill and Amesbury, Mass., July 1994. Co-presenter, Integrating Work-Based Learning and Alternative School Programs, National Alliance of Business, National Conference, Dallas, Texas, September 28, 1994.

Presentation of National Estimates from the 1972 Consolidated Program. Prepared by RMC for the Office of Education, RMC Report UR-252.

The 1971 Consolidated Program Information Report: A Pilot Study of State. Prepared by RMC for the Office of Education, RMC Report UR-232.

Survey and Analysis of Early Childhood Training Protects Supported by the Education Professions Development Act (EPDA). Prepared by RMC for the University of Connecticut, RMC Report UR-233.

Children in Need and Federal Aid to Education: An Analysis of the 1970 CPIR. Prepared by RMC for the Office of Education, RMC Report UR-164.

An Assessment of Teacher Corps. in two volumes. Prepared by RMC for the Office of Education, RMC Report UR-132.

KENNETH E. UNDERWOOD
Board Member

EDUCATION:

Doctor of Education, 1961, Indiana University,
Major: School Administration

Master of Science, 1952, Northern Illinois
University, Major: Supervision

Bachelor of Science, 1952, Northern Illinois
University, Major: Earth Science and Industrial Arts

EXPERIENCE/KNOWLEDGE:

- **Director of Field Operations, NonPublic Educational Services, Inc., and Richard Milburn High School, 1982 to present.**
- **Associate Professor, College of Education, Virginia Polytechnic Institute and State University, 1976-present.**
- **Director, Tidewater Program, Associate Professor, Virginia Polytechnic Institute and State University, Norfolk, Virginia, 1975-1976.**
- **Superintendent of Schools, Kanawha County Public Schools, Charleston, West Virginia (56,000 students, K-12, 55 million annual budget, 7,000 employees), 1971-1975.**
- **Lecturer, North Dakota State University. Taught graduate classes in Elementary and Secondary Administration, Educational Sociology, School Community Relations, 1966-1971.**
- **Superintendent of Schools, Community Consolidated School 163, Schaumburg, Illinois, 1964-1966.**
- **Superintendent of Schools, Lebanon Public Schools, Lebanon, Indiana, 1961-1964.**
- **Visiting Professor, Indiana University, Taught graduate classes in School Administration, 1961-1964..**
- **Research Assistant and Instructor, Indiana University, Bloomington, Indiana. Taught undergraduate course in Introduction to Teaching. 1959-1961.**

Kenneth Underwood
Page 2

- **Research Projects**, Five Indiana school systems surveys, responsible for placement of Elementary, Physical Education, English, Social Studies Teachers, Elementary and Secondary Principals, 1959-1961.
- **Elementary Principal**, Blackhawk Elementary School, Park Forest, Illinois. Served as Director of Special Education, Director of Personnel for the system. 1956-1959.
- **Director**, Camp for Handicapped Children, South Suburban Area, Park Forest, Illinois.
- **Assistant Superintendent**, Stockton Public Schools, Stockton, Illinois. Responsible for all instructional programs, public relations and personnel management. 1954-1956.
- **Superintendent of Schools**, Esmond, Illinois. Multi-purpose position including administration, teaching and coaching. 1952-1954.

CONSULTANT ACTIVITIES:

- Alden, New York, Board of Education, Administrative Reorganization, 1977.
- Pueblo, Colorado, Board of Education, Management by Objectives and Administrative Reorganization, 1977.
- Joliet, Illinois, Board of Education, Strategies to Facilitate Desegregation Efforts, 1977.
- Bland County, Virginia, Board of Education, Total System Reorganization, 1977.
- Norton City Schools, Virginia, Board of Education, Administrative Reorganization, Finance, 1977.
- Tinely Park, Illinois, Board of Education, Administrative Reorganization, 1977.
- Communications Technology Corporation, Marlton, New Jersey, Development of Federal Funding Workshops for Public Schools, 1977.
- New Century Education Corporation, Cerritos, California, Implementation of Curriculum Materials, 1977.

Kenneth Underwood

Page 3

Hampton, Virginia, Board of Education, Administrative Reorganization, 1977.

Mott Industrial Relations Center, University of Chicago, Chicago, Illinois, Curriculum Development, Administrative Organization, as related to desegregation, 1976-77.

Wataugo County, North Carolina, Board of Education, Teacher Negotiations, 1976.

PROFESSIONAL INVOLVEMENT:

Teaching: (VPI & SU)

EDAE 5780	Seminar in Education: Politics in Education	Spring, 1975
EDAE 5760	Program Planning Assessment and Evaluation	Summer, 1977
EDAE 5780	Seminar in Education: Politics in Education	Fall, 1975
EDAE 5780	Seminar in Education: Negotiations	Winter, 1976
EDAE 5780	Seminar in Education: Negotiations	Spring, 1976
EDAE 5780	Program Planning Assessment and Evaluation	Summer, 1976
EDAE 5780	Seminar in Education: Instructional Leadership Fredericksburg, Virginia	Spring, 1977

Visiting Professor:

NASE (National Academy for School Executives) AASA, Green Bay, Wisconsin, Superintendent/School Board Relations, 1975.

NASE (National Academy for School Executives) AASA, Atlanta, Georgia, Censorship in the School, 1978 (contracted).

PROFESSIONAL AFFILIATIONS

Phi Delta Kappa, 1958-present

National Education Association, 1952-1974

RICHARD G. REIBER
Comptroller/Board Member

EDUCATION:

B.S., Accounting, Central Michigan University

EXPERIENCE/KNOWLEDGE:

- **Comptroller, NonPublic Educational Services, Inc./ Richard Milburn High School, Woodbridge, VA, November 1990 - present.** Responsible for the control and maintenance of all assets and liabilities. Cash management to include maintenance of all cash and line of credit accounts. Prepare monthly and annual financial statements. Prepare all year-end workpapers and schedules for auditing usage. Supervise and review all work prepared by accounting support staff. Prepare the annual budget. Provide general support of contract administration, personnel and employee benefits as necessary.
- **Controller, Commercial Carpets of America, Alexandria, VA, June 1986 - September 1990.** Interpreted financial statements and alerted management to trends in gross profit margins, expenses, and the impact on cashflow. Trained personnel in use of software. Reviewed employee suggestions for improvements and sales manager's requests for market data. Supervised staff of two.
- **Controller, Ferrari Computer Service, August 1985 - May 1986.** Prepared monthly financial statements. Provided management analysis of gross margin and prepared cash forecasts. Reviewed account receivables, inventory and accounts payable levels with management. Filed payroll and sales tax returns. Answered customer questions on software.
- **Accounting Manager, BELCO, July 1983 - July 1985.** Managed accounts receivable, accounts payable, and fixed assets. Responsible for general ledger and quarterly financial statement preparation and analysis. Supervised staff of two.

NORMAN HALL
Board Chairman

EDUCATION:

Ed.D., Administration, University of Northern Colorado

Certification

Social Studies
Administration

EXPERIENCE:

Texas State Representative, Richard Milburn High School, 7/96-present. Assist President and Superintendent to market a 15 year old, proven successful program for alternative middle schools and high schools for disruptive or at risk youth. Identify school districts in the state (Texas) that need an alternative school program and would be responsive to an RMHS proposal. Attend and make presentations at state associations of superintendents and school boards.

Seven years experience as **Superintendent, Huffman School System, Texas, 8/89-present.**

Education Consultant, SHW Architects, Dallas, TX, 2/85-7/89.

Five years experience as **Superintendent, Round Rock School System, Round Rock, TX, 6/79-6/84.**

Memberships

Texas Association of School Administrators
American Association of School Administrators

APPENDIX G
Meeting Announcement

DROPOUTS • EXPULSIONS • SUSPENSIONS

Is your child on the verge of dropping out of the _____ ISD
or has already dropped out of school?

If yes, you need Richard Milburn Charter High School (RMHS) in your district!

**RMHS is a second chance middle/high school for students who are at risk,
dropouts, suspended, or expelled.**

RMHS is a school with a 22 year track record of success featuring:

- very small classes with certified teachers, individualized attention
- school to work study with pre-employment job skills
- life strategies
- behavior management programs
- afternoon and evening classes away from the home school
- lots of counseling
- diplomas accepted worldwide
- 85% success for 1996/97



There will be a public meeting to discuss the RMHS charter proposal to be held at _____ on _____
at _____. Call RMHS to obtain a summary of the charter proposal.

**RMHS - 14416 Jefferson Davis Highway - Suite 8 - Woodbridge, Virginia 22191
or call (703) 494-0147**

APPENDIX H
Course Summary

LANGUAGE ARTS

Through the English language arts, human beings use language to communicate, to create and to comprehend experience. An English language arts program integrates reading, writing, speaking listening, language and literature. Through writing and speaking, students compose language to express, to create, and to learn. Through reading and listening, students interpret language to derive meaning, to simulate thought and feelings, and to learn. By studying language and literature, students trace the origins of these content areas in the past, study their development in the present and appreciate the variety and change that keep language and literature alive, flexible and adaptable.

Goals of the language arts department include:

- To write effectively in academic, social and personal situations
- To speak effectively in formal and informal situations
- To read a variety of materials to meet personal, academic and social needs
- To listen effectively in formal and informal situations
- To appreciate the nature, structure and history of language
- To appreciate literature as the recorded expression of what people have thought, felt, imagined and experienced
- To be able to write a resume
- To be able to read job related material

MATHEMATICS

The fundamental purpose of school mathematics is to develop student understanding of and skill in the principles and methods of mathematics and in their application to a broad range of problem-solving and decision-making situations.

Goals of the mathematics department include:

- To develop an appreciation of and a positive attitude toward mathematics
- To develop and understanding of the structure of mathematical systems: concepts, properties and processes
- To acquire mathematical facts and skills
- To develop the ability to express and interpret mathematical ideas and relationships
- To develop the mathematical reasoning abilities required in problem-solving and decision-making situations
- To apply mathematics in personal, societal, technological, scientific and career settings

SCIENCE

Science is that component of the school curriculum where student inquiry and discovery can develop and flourish. Science instruction encourages questioning, examining, probing and exploring; it allows students to cultivate personal strategies for learning and problem-solving. Such investigative strategies incorporate skills that students can apply to all facets of the school curriculum and enable them to direct their own learning experiences inside and outside the school setting.

Goals of the Science department include:

- To develop positive attitudes toward science and its relevance to the individual, society and the environment
- To develop and apply, through science experiences, rational and creative thinking processes for problem solving
- To employ the language of science for communicating information
- To acquire and apply scientific knowledge to interpret the natural world
- To utilize science experiences in the planning and fulfillment of personal aspirations and career decisions

SOCIAL STUDIES

Social studies uses the facts, concepts generalizations, and skills of history and the social sciences to promote responsible citizenship. Through the study of history, past events and decisions are examined critically and assessed according to their importance for the present and future. Economics, geography, psychology and sociology - the social sciences - serve as vehicles for studying human behavior in various settings. The study of history and the social sciences encourages critical thinking, problem solving and a commitment to human dignity.

Goals of the Social Studies department include:

- To help students understand the historical development and present functioning of the political principles institutions, and processes needed to be effective citizens in American society.
- To help students know, understand, and respect themselves and the diversity of individuals in American society.
- To help students understand and appreciate the history and diversity of world cultures the reality of human interdependence and the need for world cooperation.
- To help students understand the role of culture, technology and the environment in the location and distribution of human activities.
- To help students demonstrate commitment to human dignity, justice and democratic processes.
- To help students gather information, think critically, solve problems and make rational decisions.

APPENDIX I

Diploma

Richard M. Milburn High School

Woodbridge



Virginia

This Certifies That

has completed the requirements for Graduation
and is therefore awarded this

Diploma

Principal



Superintendent

APPLICATION

APPENDIX J

"Haverhill Experience Report"



**Haverhill Public Schools in partnership with
Richard Milburn Alternative High School**

September 1995

Accredited by The Southern Association of Colleges and Schools

Table of Contents

	<u>Page</u>
EXECUTIVE SUMMARY	1
SCHOOL HISTORY	2
BACKGROUND IN HAVERHILL	2
THE ALTERNATIVE HIGH SCHOOL PROGRAM	2
Work Study and Pre-Employment (Transition to Work)	3
Basic Skills	3
High School Subjects	3
Counseling	4
ELIGIBLE STUDENTS	4
PROGRAM OBJECTIVES	5
STAFFING	6
SCHOOL TO WORK TRANSITION	7
SPECIAL PROJECTS	7
RESULTS	9
Outcomes	9
High School Credits	10
Anecdotes	11
WHY? HOW?	12

**THE HAVERHILL EXPERIENCE
1993 - 1995**

**Haverhill Public Schools in partnership with
Richard Milburn Alternative High School (RMHS)**

**Dr. Thomas Fowler-Finn
ex-Superintendent, Haverhill Public Schools
Current Superintendent, Ft. Wayne Indiana Community Schools**

**Mr. Michael Wrenn
Acting Superintendent, Haverhill Public Schools**

**Mr. Joe McMilleon
Program Director/Counselor, RMHS**

September 1995

Funded by

**Lower Merrimack Valley Regional Employment Board (PIC)
and the
Department of Training and Development
Lawrence, Massachusetts**

**MAIN OFFICE
14416 Jefferson Davis Highway
Suite 12
Woodbridge, Virginia 22191
(703) 494-0147
FAX: (703) 494-6093**

EXECUTIVE SUMMARY

Background

In January 1993 Haverhill Public Schools received a grant from the Lower Merrimack Valley Regional Employment Board to begin an alternative high school for eligible students from Haverhill High School and Amesbury High School. Haverhill Public Schools entered into a contractual agreement with Richard Milburn High School (RMHS) to implement this innovative alternative program. The program expanded to 56 students for the 1994/95 school year. The program is designed for at risk youth who have dropped out, been expelled, or are having difficulty in the regular high school program. The student must also be economically disadvantaged as determined by the Department of Training and Development located in Lawrence, Massachusetts, in order to receive funds from the Job Training Partnership Act, Title IIC, administered by the U.S. Department of Labor.

Components

There are four components to the program. They are:

- A. Work Study and Pre-Employment Skills (Transition To Work)
- B. Basic Skills
- C. High School Subjects
- D. Counseling

The program operates in the afternoon and evening.

Results

Over 80% of the students stay in school or graduate as shown in the table below:

1994/95 Results

<u>Period</u>	<u>Home School Location</u>	<u>No. Students</u>	<u>No. Positive Outcomes</u>	<u>No. Dropouts</u>	<u>No. Graduating</u>	<u>No. Continuing</u>
A. Sep, 1994-Jun, 1995	Haverhill	33	26	7	15	11
	Amesbury	10	10	0	5	5
	Triton Regional	6	5	1	2	3
	Outside Tuition	6	3	3	2	1
	Pentucket	1	1	0	1	0
	Subtotal	56	45 (80.3%)	11	25	20

On the average each student took 5.5 high school credits over the school year with 25 proud high school graduates marching down the aisle in cap and gown on June 7, 1995.

SCHOOL HISTORY

Richard M. Milburn High School for Adults (RMHS) was founded in 1975 by Richard A. Grim, a retired disabled veteran of the Vietnam War, to meet an educational need for basic skills and GED instruction at the Marine Corps Development and Education Command, Quantico, Virginia. Initially, RMHS received approval for its educational programs from the Virginia State Department of Education and the Veterans Administration. In 1980, after four years in operation, RMHS received regional accreditation from the Southern Association of Colleges and Schools as one of the first adult schools of its kind in the United States. The accreditation was recently renewed in 1991 after an intensive one year self study and follow-up evaluation by a visiting team of experts.

Despite its conservative beginnings RMHS has experienced significant expansion in terms of programs, locations, and staff. RMHS and its affiliate, NonPublic Educational Services, Inc. (NESI), have provided educational programs in 63 locations within 22 states, the District of Columbia, and the Republic of Korea serving over 10,000 students annually.

RMHS has based its philosophy, objectives, and goals solely on the commitment to the improvement of a student's educational and technical skills. As a result of such singleness of purpose, RMHS provides high quality educational and technical support programs.

BACKGROUND IN HAVERHILL

In January 1993 Haverhill Public Schools received a grant from the Lower Merrimack Valley Regional Employment Board to begin an alternative high school for eligible students from Haverhill High School and Amesbury High School. Haverhill Public Schools entered into a contractual agreement with Richard Milburn High School (RMHS) to implement an innovative alternative program for 22 students in February, 1993. The program expanded to 32 students during the summer of 1993, 49 students during the 1993/94 school year, and 50 students for the 1994/95 school year. The program is designed for at risk youth who have dropped out, been expelled, or are having difficulty in the regular high school program. The student must also be economically disadvantaged as determined by the Department of Training and Development (DTD) located in Lawrence, Massachusetts, in order to receive funds from the Job Training Partnership Act (JTPA), Title IIC, administered by the U.S. Department of Labor.

THE ALTERNATIVE HIGH SCHOOL PROGRAM

RMHS initially offered the program at the Citizens Center in downtown Haverhill. As the program grew, so did the need for more space. In October 1993, the program was moved to 56 Washington Street in Haverhill (4 classrooms and an office/counseling area) and at Century Plaza in Amesbury (2 classrooms).

APPLICATION

The program customizes educational programs to meet the individual educational needs of each student with a focus on completing courses to graduate with a high school diploma. In addition, the program offers a work study component as an integral part of its overall program. A personalized education plan is developed with each student to identify courses needed for graduation. All credits earned at RMHS are accepted into the public high school towards meeting the credits for graduation with the approval of the high school principal.

There are four components to the program. They are:

- A. Work Study and Pre-Employment Skills (Transition To Work)
- B. Basic Skills
- C. High School Subjects
- D. Counseling

A. Work Study and Pre-Employment (Transition To Work)

The School-to-Work program at Richard Milburn High School starts with a mandatory pre-employment class for students. The pre-employment class is a competency program centering around career goals, interviewing techniques, resume writing, and workplace skills.

Over an eight week period, students role play, fill out applications, build resumes, and actively seek out jobs in their field of interest. They complete numerous exercises that will prepare them for the world of work.

An integral part of the program is the work study component for the students currently employed. They can earn high school credit for completing 150 hours of work, bi-weekly logs, and a final narrative report describing this experience. There are also on-site evaluations by the work study coordinator.

The School-to-Work program is a very successful part of the Richard Milburn High School experience. All of the students are in the pre-employment course and 60-70% are in the work study program. Both of these programs better prepare the students to deal with the workplace and to make a progressive transition to the world of work.

B. Basic Skills

The basic skills of all students are evaluated to identify deficiencies in reading, writing, and math skills. Any student deficient in basic skills completes the basic skills component for high school credit.

C. High School Subjects

RMHS offers the traditional curriculum of social studies, language arts, mathematics, and science in a classroom setting. Options for high school credit include external learning, monitored study, independent study, and concurrent enrollment in nearby post secondary programs.

D. Counseling

RMHS's counselor/coordinator is available daily for scheduled and ad-hoc counseling sessions with students and parents. The counselor reviews the personalized education program with students and parents. The work study coordinator offers job counseling as part of job site visits and evaluations.

ELIGIBLE STUDENTS

In order to be accepted into the program, students must qualify as economically disadvantaged and meet at least one of the following at-risk youth indicators:

1. Pregnant or the parent of one or more children.
2. Retained in grade during the last four years.
3. Failed to receive credit in at least two major subjects during the most recent grading period.
4. Scored in the bottom quartile of standardized achievement tests used by school system at the end of the previous year.
5. Suspended from school five or more days during the previous year.
6. Poor school attendance/truancy, defined as not attending school 20% of time without excuse during the most recent grading period.
7. Expelled from school in the previous school year.
8. Lacks demonstrated proficiency in the English language as measured by a Standardized Test.
9. Drug or alcohol dependent, identified by medical authority or appropriate school personnel.
10. On probation or in custody of DYS or DSS.
11. High school dropout.

The RMHS students have either dropped out of a prior high school or are at risk of dropping out of school. Without intervention, these students will have a high chance of ending up in the welfare or prison systems being destined for a lifetime of relatively low earnings or poverty.

The project is an example of a public school partnership with a private school to provide a public school education. The public schools determine which students enter the alternative school. Therefore, the high school Principal or Director of Guidance is the gatekeeper and must verify that at risk conditions exist by signing a referral form to the program. Following referral, the RMHS counselor/coordinator assists the student (and parent) through the JTPA intake and assessment process which includes completion of registration forms, income verification, and standardized testing.

PROGRAM OBJECTIVES

1. To provide youth the opportunity to earn public school approved academic credits or a high school diploma through a flexible and non-traditional instructional design.

RMHS provides the opportunity for each student to earn sufficient high school credits in order to earn a high school diploma and graduate.

2. To increase the basic skills of economically disadvantaged youth and encourage them to remain in school.

Each student in need receives up to 6 hours per week of basic skill training.

3. To provide youth with career decision making and life skills.

Each student receives career decision making and life skills training in accordance with DTD requirements for the competency based employability system. This includes training in:

- *Career Decision-Making*
- *Life/Work Management Skills*
- *Work Maturity*
- *Job Search Skills*

4. To provide vocational career development counseling. To develop work maturity skills, attitudes and ethics.

Each student receives weekly counseling and attends classes in work maturity skills, life/work management skills, and job search skills. Most students participate in a work study program with local employers.

5. To attain an 80% overall positive outcome rate.

RMHS obtained a 89.3% positive outcome rate for the 1993/94 school year. A positive outcome is defined as the student (1) remaining in school for one semester or 120 calendar days from the start of the program and making satisfactory progress and (2) attaining either a pre-employment competency or a basic skills competency.

STAFFING

The following staffing pattern* was implemented for this project:

<u>Position</u>	<u>Name</u>	<u>Highest Degree</u>	<u>Years Exp.</u>	<u>Areas of Speciality</u>
Superintendent	Dr. K. Underwood	Ed.D., Education	36	Public School Administration
President	R. Crosby	Masters, Administration	26	Contract Administration, Management
Principal	J. McMilleon	Masters, Counseling	21	Secondary Principal, Counseling, Administration
Work Study Coordinator	G. Lennon	B.S., Education	31	Reading Specialist
Independent Study Coor.	P. Lucia	Masters, History	9	Guidance Counselor, History Teacher
Teacher	R. Knipe-Verrette	B.A., Studio Art	9	Assistant Counselor
Teacher	J. Biafore	Masters, Education	19	Secondary Principal, Math/Science Teacher
Teacher	S. Boland	Masters, Education	1	Science Teacher
Teacher	K. Essoian	Masters, Education	25	English, Reading Teacher
Teacher	C. MacMillan	B.A., Education	20	Science Teacher
Teacher	M. Pallis	B.A., English	4	English Teacher
Teacher	C. Welch	B.A., English	6	English Teacher

* Not all staff worked full time over the project duration. All teachers are state certified.

SCHOOL TO WORK TRANSITION

Twenty-two (22) of our students participated in a monitored work experience of 150 work hours to learn job skills, to provide for the opportunity for transition to the work force, to receive high school credit, and to make money. The following employers provided the job opportunity for our students:

<u>Organization</u>	<u>Job</u>
1. Haverhill House of Pizza - Haverhill	Kitchen help
2. Department of Welfare - Haverhill	Clerical help
3. City Hall - Haverhill	Maintenance and Personnel Departments
4. Union Mission Nursing Home - Haverhill	Maintenance, Kitchen help, Activities department
5. Hale Hospital - Haverhill	Kitchen help
6. Propane Gas - Newburyport	Clerk, Propane tank attendant
7. Hadley Construction - Salem	General, Maintenance help
8. Eastern Auto Parts - Newburyport	Counter help
9. Amesbury Chamber of Commerce - Amesbury	Clerical help
10. Dairy Queen - Haverhill	Counter help
11. Venice Pizza - Amesbury	Counter help
12. Holy Family Hospital - Methuen	Kitchen help
13. Pub Benny's - Haverhill	Bus boy, Kitchen help
14. Wendy's - Haverhill	Cook
15. Greenwood Construction - Haverhill	Maintenance, Auto repair
16. Family Day Care - Bradford	Child care
17. Veteran's Memorial Skating Rink - Haverhill	Maintenance
18. Manny & Joe's - Salisbury	Counter help
19. Main Street Mini Mart - Byfield	Customer service
20. Equal Watts Discount Center - Lawrence	Telemarketing

We want to thank each employer for providing us this support.

SPECIAL PROJECTS

Special projects provide the student a chance to experience learning beyond the normal classroom. RMHS attempts to provide opportunities for students to be involved in special opportunities such as: 1. Amesbury Playhouse; 2. AIDS Workshop; and 3. The Art of Touch.

1. Amesbury Playhouse presents Dracula - Twenty-five students attended the play Dracula at the Amesbury Playhouse. This was the culminating activity after one month of classroom work. The students read and discussed Brahms Stoker's version of Dracula during the month of October. The play featured audience participation and the students enjoyed this interaction with the actors immensely.

2. AIDS & Intimate Choices gave students the facts about AIDS, how the virus is transmitted, and how they can protect themselves. The goal of the exhibit was to encourage young people to think about sex and intimacy, and to take responsibility for their own behaviors. The exhibit was developed with humor, simple and clear language, cartoon drawings, photographs, scientific illustrations and life-size photos of teens.
3. The Art of Touch - Three students enrolled in both Art and English attended this installation of sculptures which provided "art-to-touch" for both visually challenged and sighted visitors. Sculptures were sealed to hand size and students were encouraged to explore these through touch. Upon returning to class, students were assigned a paper describing the works of art.

The table below summarizes the special projects experienced by our students during the 1994/95 school year.

<u>Special Project</u>	<u>Number of Participants</u>
1. New England Aquarium, Boston, MA	29
2. Mike Lafosse - Art (Origami)	22
3. Scott Ziminski - Art (Pointillism)	18
4. Gallerie #40, Haverhill, MA	16
5. Amesbury Playhouse - Dracula	10
6. Angles & Art, Haverhill, MA	8
7. Laura Knott Art Gallery, Bradford College: Living with AIDS	8
8. Student Dance Recital, Bradford College	3
9. Laura Knott Art Gallery, Bradford College: Renovair - Art Show	3
10. Decordova Art Museum, Lincoln, MA:	
The Holocaust Wall Hangings	3
The Art of Touch	3
11. Northern Essex Community College Art Gallery, Haverhill, MA:	
Buildings and Landscapes	3
Photoglyphs	3
AIDS and Intimate Choices	3
12. Bradford College Performances:	
Dancers at the Edge of Time	2
The Seagull	2
13. Phillips-Andover Academy, American Art Gallery, Andover, MA:	
Works of Winslow Homer	2
Poem Pictures	2
14. MIT Plasma Fusion Center, Cambridge, MA	1
15. Northern Essex Community College - Lecture: Fun with Words	1
16. Univ. of Mass., Amherst, MA - Concert: Arise	1
17. Bookrack, Newburyport, MA:	
Book signing, Mystery Author Elmor Leonard	1

RESULTS

A. Outcomes

Table 1 presents the program results which shows a positive outcome rate of 80.3% for the 1994/95 school year and an overall positive outcome rate of 86.6% for all periods from February, 1993 to June 30, 1995.

Table 1
Outcomes

<u>Period</u>	<u>Home School Location</u>	<u>No. Students (1)</u>	<u>No. Positive Outcomes</u>	<u>No. Dropouts (2)</u>	<u>No. Graduating</u>	<u>No. Continuing</u>
A. Sep, 1994-Jun, 1995	Haverhill	33	26	7	15	11
	Amesbury	10	10	0	5	5
	Triton Regional	6	5	1	2	3
	Outside Tuition	6	3	3	2	1
	Pentucket	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>
	Subtotal	56	45 (80.3%)	11	25	20
B. Sep, 1993-Jun, 1994	Haverhill	30	28	2	16	12
	Amesbury	<u>19</u>	<u>17</u>	<u>2</u>	<u>10</u>	<u>7</u>
	Subtotal	49	45 (91.8%)	4	26	19
C. Feb-June, 1993	Haverhill	14	14	0	6	8
	Amesbury	<u>8</u>	<u>6</u>	<u>2</u>	<u>2</u>	<u>4</u>
	Subtotal	22	20 (90.9%)	2	8	12
D. All Periods Grand Total		127	110 (86.6%)	17	59	51

In addition, RMHS has run summer programs during 1993, 1994, and 1995 for approximately 30 students with similar success.

" A positive outcome is a student who remains in school for one semester or 120 calendar days and is making satisfactory progress and attains either a pre-employment competency or a basic skills competency or graduates from high school.

" These students either failed to complete the course requirements or were counted out of the program due to other factors such as lack of attendance, abusive behavior, or other factors.

C. Anecdotes

The positive results of any program cannot be totally depicted using statistics. For the student who graduates from RMHS who would otherwise have been a dropout, statistics do not tell the full story. When your life has been riddled with failure and lack of success, but through the RMHS program you find yourself saying, "I graduated!", the statistics can't possibly convey the dimension of this personal triumph.

Here are some of our stories for the 1994/95 school year.

██████ - ████████████████████ and quit school when █████ was fifteen. █████ then took some correspondence courses. █████ was successful but needed a more consistent and structured program. █████ graduated in June, 1995, and now plans on attending a four year college.

██████ - █████ experienced serious behavioral and eventual criminal difficulties. █████ was expelled from school and actually was incarcerated for a short period. █████ demonstrated excellent determination and graduated from Richard Milburn High School in June, 1995. █████ plans on attending college.

██████ - █████ for the most part has been on █████ own without parental support since █████ was fourteen. █████ attended various schools unsuccessfully and came to Richard Milburn High School when █████ was seventeen. █████ graduated this past June, 1995, and plans on attending college.

██████ - █████ dropped out of school due to ████████████████████. █████ applied numerous times before being admitted to Richard Milburn High School. During █████ schooling, █████ was fulfilling █████ parental responsibilities and graduated in January, 1995. █████ is currently working full time.

- (1) These are true situations and stories, however, the name has been changed to protect the confidentiality of the student.

B. High School Credits

Table 2 presents the number of high school credits awarded by subject for the 1993/94 school year and for all periods from February, 1993 to June 30, 1995.

Table 2
High School Credits ⁽¹⁾

Period	Location	No. Students	Total Credits	Avg. Per Student	Credits by Subject Area					
					Math	English	Social Studies	Science	Work Study	Electives
A. Sep. 1994-Jun. 1995	Haverhill	33	173.60	5.30	24.25	39.50	22.25	24.50	16.10	47.00
	Amesbury	10	67.75	6.80	7.00	19.00	13.25	11.00	7.00	10.50
	Triton Regional	6	35.50	5.90	5.00	6.00	8.50	8.00	2.50	5.50
	Outside Tuition	6	21.00	3.50	3.00	4.00	5.00	3.00	0.00	6.00
	Pentucket	<u>1</u>	<u>7.50</u>	<u>7.50</u>	<u>1.00</u>	<u>2.00</u>	<u>1.00</u>	<u>1.00</u>	<u>1.00</u>	<u>1.50</u>
	Subtotal	56	305.35	5.50	40.25	70.50	50.00	47.50	26.60	70.50
B. Sep. 1993-Jun. 1994	Haverhill	30	207.05	6.90	28.25	42.00	35.25	26.00	14.00	61.55
	Amesbury	<u>19</u>	<u>131.50</u>	<u>6.92</u>	<u>18.00</u>	<u>23.00</u>	<u>33.00</u>	<u>21.50</u>	<u>8.50</u>	<u>27.50</u>
	Subtotal	49	338.55	6.91	46.25	65.00	68.25	47.50	22.50	89.05
C. Feb-June, 1993	Haverhill	14	51.25	3.66	11.50	14.50	3.75	3.50	8.50	9.50
	Amesbury	<u>8</u>	<u>20.00</u>	<u>2.50</u>	<u>4.00</u>	<u>5.50</u>	<u>3.00</u>	<u>5.00</u>	<u>2.00</u>	<u>0.50</u>
	Subtotal	22	71.25	3.24	15.50	20.00	6.75	8.50	10.50	10.00
D. All Periods Grand Total		127	715.15	5.63	102.00	155.50	125.00	103.50	59.60	169.55
			100.0%	--	14.26%	21.74%	17.48%	14.47%	8.34%	23.71%

⁽¹⁾ One student receiving a passing grade in a high school subject.

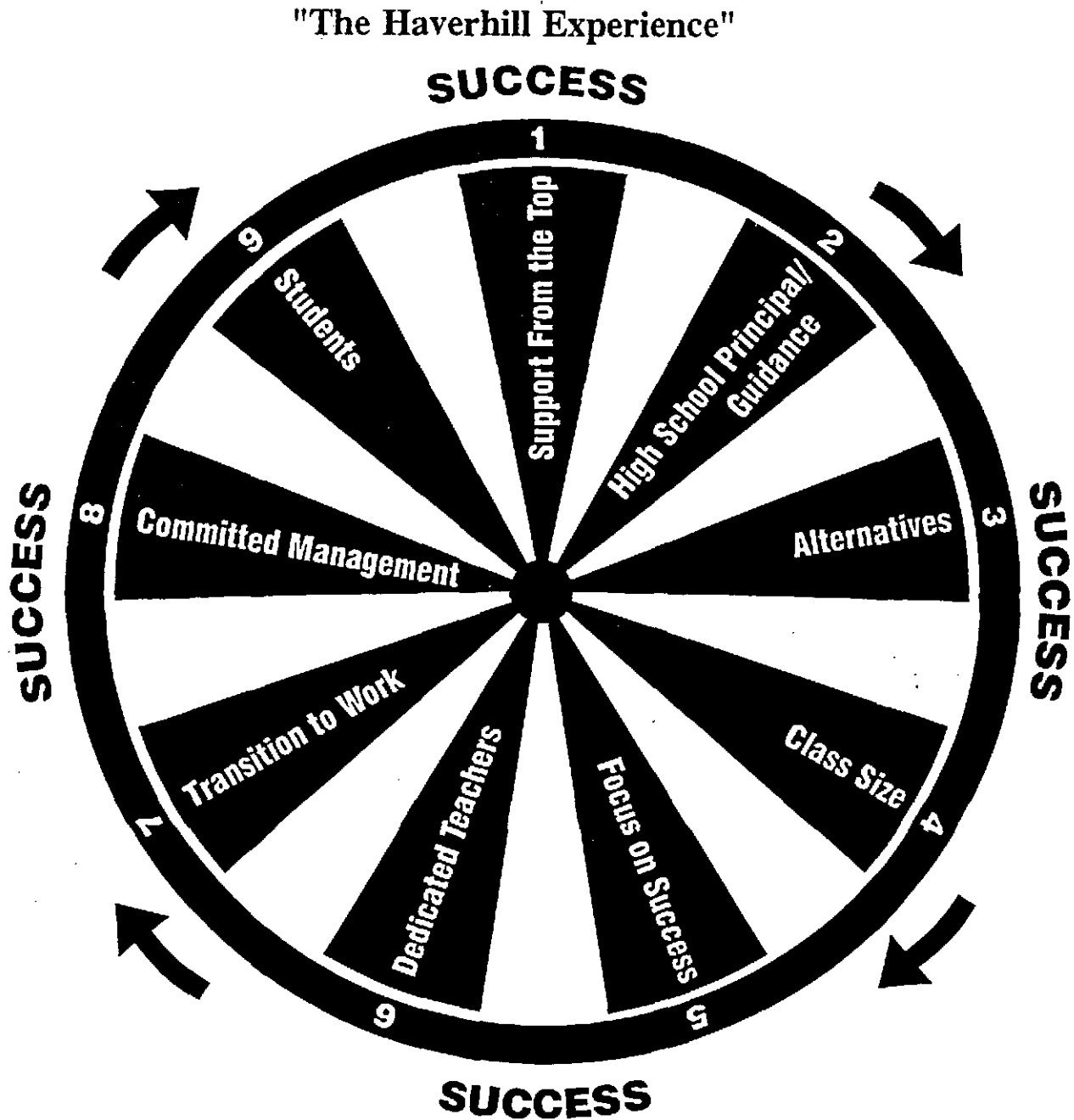
WHY? HOW?

Why has there been success for these students? How did a private school with no experience in Haverhill and Amesbury succeed where others had failed? We can identify a number of key factors briefly described below:

1. **Support from the Top.** At the onset, the RMHS project received the full support and planning of the Superintendents from participating school systems. They were involved in the design stage so that the program met their needs and visions. This support and enthusiasm created a positive environment from the School Board to high school counselors.
2. **High School Principal/Guidance.** Each high school principal believed in the potential for the RMHS project. Guidance staff were able to provide referrals and communicate with RMHS on a daily basis as necessary. High school staff were pleased that an alternative was available that was away from the regular high school.
3. **Alternatives.** The RMHS program provide students a wide range of choices, involving work study, monitored or independent study, afternoon and evening classes, and others. The students are empowered to make decisions on their educational future.
4. **Class Size.** Most RMHS classes are less than 10 students, some have 3 to 7 students. These small classes allow for individualized attention, counseling, coaching, cajoling, loving, and challenging strategies that most teachers would like to use but find it difficult to use in the larger classes of a typical public high school.
5. **Focus on Success.** The Department of Training and Development (DTD) not only provided the funds to initiate the RMHS project but also demanded that an 80% success rate was important. Therefore, from day one, all project staff were focused on providing the necessary services to produce success. In addition, the RMHS program focuses on the completion of courses to obtain a high school diploma. The student is focused on what he or she must do to reach this goal.
6. **Dedicated Teachers.** The RMHS teachers are all part time and certified. Many work full time in nearby public schools. They are recruited on the basis of their desire to work with these students.
7. **Transition to Work.** The RMHS program assists students in (1) acquiring job skills, (2) getting a job, and (3) receiving high school credit.
8. **Committed Management.** The RMHS program is managed locally by a dedicated team of individuals, committed to helping the students in the program. The individuals do many things beyond the call of duty to keep our students in the program, i.e. drive over to a student's house, wake him up, and get him back to school; "Let's get pizza on me!"; "██████, you're messing up and we need to talk, now!"

9. Students. When the students enter the RMHS program, many have experienced multiple failures and somehow know this may be the last chance. When you bottom out, there is only one way to go if you want to do better. The students are then allowed to be responsible for their own future.

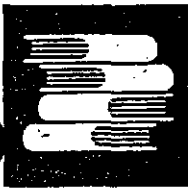
Which one or group of these nine factors are essential for success? We can't isolate this. We know all nine were present and it worked. It seems as if these nine factors had a synergistic effect to produce success as graphically depicted below:



The success of RMHS in the Haverhill experience is documented in this report. RMHS plans to implement a similar model in other locations in Massachusetts.

APPENDIX K

Statement of Impact Letter



**RICHARD
MILBURN
ACADEMY**

APPLICATION

14416 Jeff Davis Hwy. • Suite 8 • Woodbridge, VA 22191 • (703) 494-0147

December 18, 1997

Richard Milburn Academy, Inc.
14416 Jefferson Davis Highway, Suite #8
Woodbridge, VA 22191

Dear Superintendent and President of the Board of Trustees:

This is to inform you that Richard Milburn Academy, Inc. intends to submit an application (amendment) to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application (amendment) process, entities applying for approval are required to notify any districts that are likely to be affected by the establishment or amendment of an open-enrollment charter school.

Specifically, the guidelines approved by the State Board of Education require that the enclosed form, entitled *Statement of Impact*, and a copy of the application for the proposed open-enrollment charter school (amendment) be sent to each district that may be affected. Information is requested if the proposed open-enrollment charter may adversely impact a district financially, or if the proposed charter may impact the student enrollment of a district in a manner that impairs the district's ability to comply with a court order. The enclosed form must be completed by any district that may be affected, signed by the districts' board president and superintendent, and returned to the Texas Education Agency, Document Control Center, Room 6-108, 1701 North Congress Avenue, Austin, Texas 78701. It should be received no later than January 15, 1998, for the information to be considered by the State Board of Education.

It is requested that you review the enclosed draft application for a charter school, complete the *Statement of Impact* form, and submit it to the Texas Education Agency in the enclosed addressed envelope. If you have questions about the process for approval of open-enrollment charter schools (amendments), please contact Brooks Flemister in the Office of Charter Schools at (512) 463-9575. If you have questions about the enclosed application for approval of an open-enrollment charter school affecting your school district, please contact Robert H. Crosby, President at (703) 494-0147.

We mailed a copy of this letter to you on December 17, 1997 but TEA requires proof of receipt so this is being fedexed to you today.

Sincerely,

Robert H. Crosby
President

cc: Board President

00117

To be completed by TEA:

Date Sent by Applicant to District: _____ Date of Receipt by TEA: _____

Date of TEA Contact: _____ TEA Contact Person: _____

Statement of Impact

Purpose of this form: The sponsoring entity entered below is submitting an application to the State Board of Education for approval to operate (amend) an open-enrollment charter school. The name and location of the proposed charter school is provided. In accordance with Texas Education Code, Section 12.110(d)(2), this form must be completed by any school district likely to be affected by the open-enrollment charter school, including information relating to any financial difficulty that a loss in enrollment may have on the district. It should also include information pertaining to any impact on student enrollment that may impair a district's ability to comply with a court order affecting the district. For more detailed information about the proposed charter, contact the sponsoring entity indicated below.

Note: Under Texas Education Code, Section 12.106, an approved open-enrollment charter school is entitled to the distribution of the available school fund for a student attending the charter school to which the district in which the student resides would be entitled. This would include any benefits and any transportation allotment for which the student is eligible under Chapter 42. An approved open-enrollment charter is also entitled to a portion of the tax revenue collected by the school district for maintenance and operations as provided in Texas Education Code, Section 12.107.

Instructions: Submit the completed form signed by the district superintendent and board president to:

The Texas Education Agency
Document Control Center, Room 6-108
1701 North Congress Avenue
Austin, Texas 78701

The form must be received by **January 15, 1998** for consideration by the State Board of Education with respect to approval of the proposed open-enrollment charter school (amendment). For information about the procedures for approval of open-enrollment charter schools, please contact Brooks Flemister, Office of Charter Schools, (512) 463-9575.

Statement of Impact

Check the appropriate response below:

_____ The proposed open-enrollment charter school (amendment) is not expected to adversely impact the school district to a significant degree.

_____ The proposed open-enrollment charter school (amendment) is expected to impact the school district in the following manner:
(Describe the impact in the space below. Attach any supporting documentation.)

_____	_____
(District Name)	(County-District Identification Number)

(District Address)	
_____	_____
(Signature of Board President)	(Print Board President's Name)
_____	_____
(Signature of Superintendent)	(Print Superintendent's Name)
_____	_____
(Date)	(Phone Number)

APPENDIX L
Student Handbook

APPLICATION



STUDENT HANDBOOK

RICHARD M. MILBURN HIGH SCHOOL

Accredited by The Southern Association of Colleges and Schools

APPLICATION



STUDENT HANDBOOK

8/95

00122

TABLE OF CONTENTS

Welcome	.	.	.	.	.	.	.	.	.
Section I	Unique Characteristics	.	.	.	.	.	.	.	.
Section II	History/Philosophy/Objectives	.	.	.	.	.	.	.	.
	A. History of RMHS	.	.	.	.	.	.	.	.
	B. Philosophy	.	.	.	.	.	.	.	.
	C. Objectives	.	.	.	.	.	.	.	.
Section III	Student Information	.	.	.	.	.	.	.	.
	A. Admissions	.	.	.	.	.	.	.	.
	B. Registration	.	.	.	.	.	.	.	.
	C. Tuition and Fees	.	.	.	.	.	.	.	.
	D. Payment Procedures	.	.	.	.	.	.	.	.
	E. Tuition Assistance	.	.	.	.	.	.	.	.
	F. Drop/Re-Entry Policy	.	.	.	.	.	.	.	.
	G. Student Orientation	.	.	.	.	.	.	.	.
	H. Class Sessions	.	.	.	.	.	.	.	.
	I. Attendance	.	.	.	.	.	.	.	.
	J. Home Assignments	.	.	.	.	.	.	.	.
	K. Grading System	.	.	.	.	.	.	.	.
	L. Graduation Requirements	.	.	.	.	.	.	.	.
	M. Student Records	.	.	.	.	.	.	.	.
	N. Awards Program	.	.	.	.	.	.	.	.
	O. Graduation	.	.	.	.	.	.	.	.
	P. Class Rings	.	.	.	.	.	.	.	.
	Q. Emergencies	.	.	.	.	.	.	.	.
	R. Weather/Closing Policy	.	.	.	.	.	.	.	.
Section IV	Student Code of Behavior	.	.	.	.	.	.	.	.
	A. Responsibilities and Rights of Students	.	.	.	.	.	.	.	.
	B. Grievance Procedures	.	.	.	.	.	.	.	.
	C. Rules of Conduct	.	.	.	.	.	.	.	.
Section V	Student Services	.	.	.	.	.	.	.	.
	A. Learning Resources	.	.	.	.	.	.	.	.
	B. Counseling	.	.	.	.	.	.	.	.

Welcome to Richard M. Milburn High School. We look forward to providing a meaningful educational experience as you are completing the requirements to earn a high school diploma.

This handbook has been developed with a concern for the unique circumstances of RMHS students. RMHS procedures are tailored to recognize students desires to complete their high school education. If you have friends who would be interested in the RMHS program, please feel free to share your copy of the handbook with them.

**SECTION I
UNIQUE CHARACTERISTICS**

Some of the school's distinguishing characteristics include:

Alternative class schedules to meet individual needs

Small class size

Life skills approach to education

Focus on individual learning styles

Variety of instructional approaches

Emphasis on thinking and problem solving skills

Dedicated staff who recognize RMHS student's special circumstances

High expectations for all students

Support system to assist student achievement and success

Career transition program

**SECTION II
HISTORY/PHILOSOPHY/OBJECTIVES**

A. HISTORY OF RMHS

Richard M. Milburn High School was founded in 1975 by Richard A. Grim, a retired disabled veteran of the Vietnam War, to meet an educational need for basic skills and GED instruction at the Marine Corps Development and Education Command, Quantico, Virginia. Initially, RMHS received approval for its educational programs from the Virginia State Department of Education and the Veterans Administration. In 1980, after five years in operation, RMHS received accreditation from the Southern Association of Colleges and Schools as one of the first diploma granting adult schools in the United States. The school has recently been reaccruited after extensive self-study and evaluation from the Southern Association.

B. PHILOSOPHY

The staff of Richard M. Milburn High School believe that our nation's greatest resource is its people, and that education is crucial in developing the academic and practical skills of every individual. We believe that education is a continuous process with shared responsibilities by the RMHS staff, students and their families, and members of the community. We further believe that a philosophy of education must be realistic and practical and consistent with the times, targeted toward developing and maintaining a sound educational framework, and committed to educational excellence for all students.

We believe that education should be directed toward the optimal development of an individual's skills, abilities, awareness, attitudes, and values. Each student should be viewed as unique with intrinsic worth and should be accepted and treated with respect and dignity. We must be keenly aware

of each student's critical differences in intellectual, physical, social, and emotional development.

We believe that student excellence is achieved through fostering a love of learning as well as the development of factual knowledge and practical skills.

We believe that in order to prepare students to be productive citizens, we must emphasize an appreciation of diverse social and cultural heritage. Therefore, students are provided opportunities to develop an understanding of and a commitment to our democratic society, and a respect for individuals, for property, for authority, and for the democratic process.

We believe that education must prepare each student for economic and occupational success through the command of academic excellence skills and the development of critical thinking and problem solving processes.

We believe that the school should partner with the community it serves to meet the educational needs of its students. Collectively the school and community can join forces to create, provide, and maintain productive, and effective relationships that enhance both the educational program and community. Consequently, interaction, communication, and involvement should be promoted among the school, its staff, students, parents, and the community.

Richard Milburn High School staff strives to provide a positive, challenging educational environment which stimulates the interests, channels the energies, and develops the abilities of each student. We seek to guide students toward reaching their maximum potential through self-awareness, self-confidence, self-worth, self-discipline, and self-acceptance.

C. OBJECTIVES

Richard M. Milburn High School objectives are multi-dimensional. We are committed to:

1. Offering an educational program where students can develop academic competency in the skill areas of reading, writing, speaking and listening, science, mathematics, social studies, and fine arts
2. Providing an alternative educational program where students can obtain a high school diploma in a non-traditional setting
3. Providing students with a challenging educational environment that will assist them in developing to their fullest potential
4. Recognizing the individual strengths and weaknesses of students and developing educational strategies which meet student's needs and enhance their strengths
5. Providing a diverse program of instruction that will stimulate interest, foster creativity, develop aesthetic appreciation, and encourage initiative through challenging and meaningful activities
6. Providing a student-centered educational environment designed to meet each student's unique interests, skills, abilities, and needs
7. Encouraging students to develop skills of questioning, researching, and problem-

solving that will lead to independent thinking and mature judgement

8. Assisting students in making informed educational, economic and occupational choices and in setting realistic goals
9. Instilling in students a thorough understanding of the democratic process as well as the desire to contribute positively and productively as citizens to the community, the nation, and the world
10. Providing students opportunities to acquire a sense of personal worth and to instill a belief and respect in the dignity and rights of others
11. Encouraging staff members to strive for excellence through professional preparation and staff development/growth opportunities
12. Encouraging community involvement and support for school programs through open communication and by seeking input from the community
13. Continuing to evaluate the total school program and to make changes to ensure adherence to a changing society and the changing needs of students

SECTION III STUDENT INFORMATION

A. Admissions

A student seeking admission to RMHS should schedule an appointment with the school's project director to discuss the program of studies; any applicable tuition and fees; and the school's expectations of the student for satisfactory performance and graduation. Admission is granted on an individual basis after review of the student's application packet, academic records, and the initial interview by the project director, with final approval/disapproval of admission made by the Superintendent. RMHS is non-discriminatory in its admission process.

B. Registration

Following acceptance to RMHS, a student may register for classes based upon the recommendations of the project director. Tuition paying students who register for a class(es) must pay a deposit for the class and receive a payment contract. All tuition fees **MUST** be paid prior to taking the final exam. Tuition for previous classes must be paid prior to registering for a new class. Registration is continuous.

If you are currently enrolled in a public school and desiring dual enrollment with RMHS, contact your local school counselor to determine the course or courses you need to take at RMHS before registration.

Students referred, and with tuition paid by their school division, may register for classes upon the receipt of all the necessary paperwork from the school division and the recommendation of the project director.

At some locations, a non-pictured RMHS student identification card will be issued at registration.

C. Tuition and Fees

Tuition at RMHS includes all textual and instructional materials. Tuition costs vary based upon the program of instruction provided.

A non-refundable application fee may be required at the time of admission to cover processing the application package, evaluating academic records and testing (if applicable).

Students who wish to purchase textbooks or who have lost their textbooks must pay a book fee before credit can be released. A graduation fee to cover the cost of cap and gown and diploma cover is paid at the time of graduation.

D. Payment Procedures (if applicable)

Payment contracts will be issued at the time of registration. If a student is under the age of 18, a parent or legal guardian must also sign the contract.

Payment options for students enrolled in a course or courses at RMHS are as follows:

1. Full payment of all tuition before class(es) begin. RMHS accepts cash, check, money order and at some locations VISA or MasterCard.
2. Installment plan with the minimum of 1/2 of tuition paid before class(es) begin.
3. All tuition fees must be paid prior to the final exam.

E. Tuition Assistance

RMHS offers a scholarship program to assist tuition paying students who need financial aid. A student may apply for a scholarship for partial tuition payment after attending RMHS for a least one session. Applications are available from the school office.

F. Drop/Re-Entry Policy

Students desiring to drop a class must do so prior to the third class meeting to be eligible for any tuition refund. To officially drop a class, and to ensure a refund, notification of intention must be made to the project director on or before the Friday after the second meeting. Course fees are refundable based on the following:

0 class meeting	100% refund
1 class meeting	80% refund
2 class meetings	60% refund
3 class meetings	no refund

Students desiring to re-enter RMHS do not pay a second application fee, however the application must be updated and any fees from previous sessions must be paid before registering for a new class.

G. Student Orientation

The orientation includes information on RMHS policies and procedures and student services. Student orientation format varies at different locations.

H. Class Sessions

Class sessions are scheduled to meet the needs of the specific student populations. Classes are offered morning, afternoon or evening and on weekends as necessary.

I. Attendance

Regular attendance is required. Because RMHS operates on an accelerated schedule, with course material condensed, attendance is essential. If absences are necessary due to illness or other extreme situations, notification to the office is required prior to absence. The director will notify the instructor if the absence is excused or unexcused. Missed assignments may be made up only if an absence is excused.

J. Home Assignments

Due to the accelerated class schedule, home assignments are an integral part of the RMHS program. Home assignments supplement and enhance the instruction received during regular class meetings. Students are expected to complete all assignments by the designated due date. Home assignments not submitted on time will earn a lower grade for each class day late.

If you are absent (excused), it is your responsibility to make up all missed assignments by the next class session to avoid receiving a lower grade for late work.

K. Grading System

Grades at RMHS reflect not only academic progress, but also effort, attendance, class participation, and completion of assignments. The RMHS grading scale is as follows:

A (94-100)	B (84-93)
C (74-83)	D (65-73)
F (64 or below)	P (Pass)
W (Withdrawal)	I (Incomplete)

Progress reports on grades and attendance are issued at the halfway point of a class session and at the end of the session. Mid-term progress reports reflect the progress achieved during the first half of the session, as well as list any missing or incomplete assignments and recommendations for improvement. Final progress reports reflect the entire session.

If a student receives a "I" (incomplete) for a course the student must contact the project director and set up a schedule for completion of requirements. If the student does not complete the requirements the "I" will be changed to an "F".

L. Graduation Requirements

English	4 units
Mathematics	2 units
Science	2 units
Math or Science	1 unit
Social Studies	1 unit
U.S. History	1 unit
U.S. Government	1 unit
Electives	<u>9 units</u>
	21 units total

M. Student Records

Accurate and complete individual records are maintained for each student enrolled in RMHS. Regulations regarding these records are:

- Parents have the right to inspect any and all records relating to their dependent under age 18;
- Students may inspect their records;
- Educational records (transcripts) may be forwarded on written request to a school in which the student intends to enroll or has applied for admission. Transcripts are available free of charge.

N. Awards Program

RMHS recognizes outstanding achievement in academic and attendance categories. Some of these awards are the A - B Honor Roll for students who make all A's and B's during a session and Perfect Attendance list for those students who attended all of their class meetings during a session. Other awards may be presented based on the student population.

O. Graduation

Graduation is held at various times during the year based upon the needs of the student population. Upon successful completion of all course work necessary to earn a diploma, and after all financial obligations have been met, a diploma will be ordered for the student. Diplomas are issued at the commencement exercise. Graduates not attending the formal ceremony may pick up their diploma in person or request, in writing, that the project director mail it to them.

P. Class Rings

RMHS class rings may be purchased from the Herff Jones Co. A representative from Herff Jones may be scheduled to display rings and take orders. Orders for rings may be placed at other times by contacting the Herff Jones office in your area. Ring information is also available from the project director.

Q. Emergencies

Every effort is made to insure the welfare and safety of each student at RMHS. However, should an emergency arise involving medical support the following steps will be taken by a member of the administrative or instructional staff of RMHS. Information obtained from the student's emergency data form will be used to assess the course of action which may involve: notifying a parent or guardian; obtaining necessary medical support from named hospital and/or doctor; or transporting the student to the nearest medical facility if deemed appropriate and/or necessary.

A written report will be filed with the project director following the incident.

Should an emergency arise which involves evacuating the building, students are to leave the classroom in an orderly manner and proceed to the nearest marked exit.

R. Weather/Closing Policy

The weather/closing policy for RMHS is determined by the project director at each location. Please contact your project director for the policy in your area.

**SECTION IV
STUDENT CODE OF BEHAVIOR**

A. Responsibilities and Rights of Students

EDUCATION: The RIGHT to an education shall be recognized without regard to race, religion, sex, creed, national origin, handicapping condition, or intellectual ability. Student RESPONSIBILITIES include regular school attendance, conscientious effort in classroom work, conformance to school rules and regulations, and the RESPONSIBILITY not to interfere with the education of fellow students or the orderly operation of the school.

ENVIRONMENT: Students have the RIGHT to expect a safe school environment in which to learn and a climate within the school that is conducive to learning. Students have a RESPONSIBILITY to assist the school staff in operating a safe school by abiding at all times by the laws of the United States, the state, the local government and the school.

RESPECT: Students have a RIGHT to expect courtesy, fairness, and respect from members of the school staff and other students. Students have the RESPONSIBILITY to respect the rights and authority of teachers, students, administrators, and all others included in the educational process.

PROPERTY: Students have a RIGHT to expect that other students and school personnel will respect their personal property. Students have the RESPONSIBILITY to respect personal property rights of other students, teachers, and administrators, as well as the school's property, including building and equipment.

EXPRESSION: Students have the RIGHT to freedom of expression, to address policies publicly, privately, in writing,

or orally. Students have a RESPONSIBILITY to see that expressions do not interfere with the educational program. Students have a RESPONSIBILITY not to use obscene, slanderous, or libelous statements and disruptive tactics.

GRIEVANCE: Students have the RIGHT to grievance to school staff regarding decisions made by staff members considered not in the student's best interest. Students have the RESPONSIBILITY to follow grievance procedures.

B. Grievance Procedures

RMHS believes in resolving problems, wherever possible, which may arise day to day. In the event students have grievances which have not been resolved to their satisfaction they may present grievances for resolution in the following manner.

STEP 1: Within one week of the student's knowledge of the incident or action, a student may file a grievance in writing with the teacher. The teacher will attempt to resolve the grievance through an informal conference of all parties involved. The teacher has one week after receiving the written grievance to respond in writing.

STEP 2: If the grievance remains unresolved, the student may resubmit the original grievance, in writing, to the project director within one week. The project director will attempt to resolve the grievance through an informal conference of all parties involved. The project director has two weeks after receiving the written grievance to respond in writing.

STEP 3: If the grievance remains unresolved, the student may resubmit the original grievance, in writing, to the Superintendent within one week. The Superintendent will review the grievance and render a final decision, in writing, within 3 weeks after receiving the written grievance.

C. Rules of Conduct

Acts for which students may be disciplined or dismissed by school officials include, but are not limited to, the following:

1. Violation of any Federal, State, or local law or regulation of the school.
2. Forgery, cheating, or plagiarism.
3. Violation of attendance policy to include habitual tardiness, leaving grounds without permission and trespassing.
4. Conduct that endangers the well-being of other students.
5. Physical assault or battery upon any person. Fighting, including mob assault behavior.
6. Continued and willful disobedience or open defiance of the authority of any teacher or staff member.
7. Cursing or verbally abusing any person, including remarks intended to demean a person's race, religion, sex, creed, national origin, handicapping condition, or intellectual ability. Using orally or in writing vulgar or patently offensive language.
8. Theft, taking, or trying to take another person's property or money by force, fear, or other means.

9. Willfully causing or attempting to cause damage to school property. Vandalism, arson, or any threat to bomb, burn, or destroy in any manner a school building or school property. Student and/or parents will be responsible for paying for repairs or loss of school property.
10. Unauthorized use or possession of firearm, knife or other weapon on or near school property including the use or possession of explosives including fireworks.
 - a. Weapons include, but are not limited to, any gun or object designed to propel a missile; any bowie knife, switchblade knife, razor, or slingshot; any flailing instrument consisting of two or more rigid parts which can be swung freely (such as a nun-chuck or fighting chain); any object with points or pointed blades; or any object used with the intent of threatening or harming an individual on or near school grounds.
11. Substance abuse.
12. Gambling in any form.
13. School regulation prohibits smoking at all RMHS facilities.
14. Appropriate dress and grooming are expected. Moderation and good taste are the best guidelines in selecting appropriate school clothing. Shoes and shirts must be worn at all times.

15. Use of radios, tapeplayers, walkmen, beepers, telephones, etc. during instructional time unless specifically directed to by the teacher for educational purposes.

**SECTION V
STUDENT SERVICES**

A. Learning Resources

Learning resources which may be available to RMHS students include local public libraries, learning resource centers, museums, etc. Lists of the area services are available from the project director.

B. Counseling

RMHS offers a variety of services to students, parents, faculty and the community depending upon site location. Among these are:

- Student transcript evaluation
- Programs to orient students and parents to the school
- Consultations with teachers, administrators, parents, and community resources
- Course scheduling and high school program planning
- Career and education planning
- Record-keeping of credits and other academic information



Richard Milburn
High School

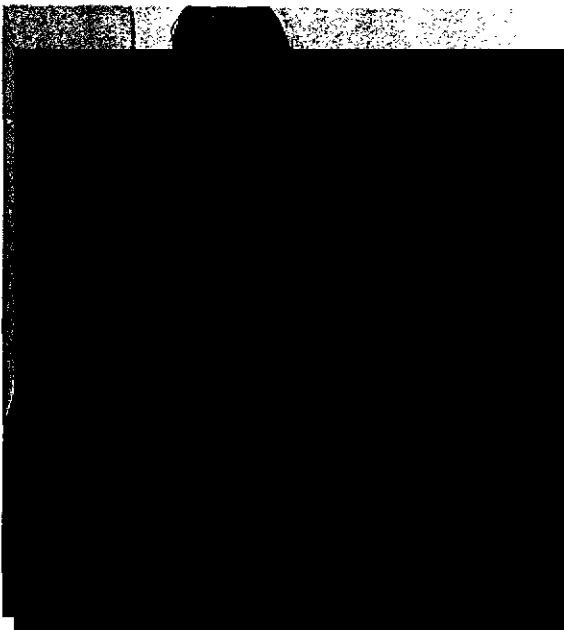
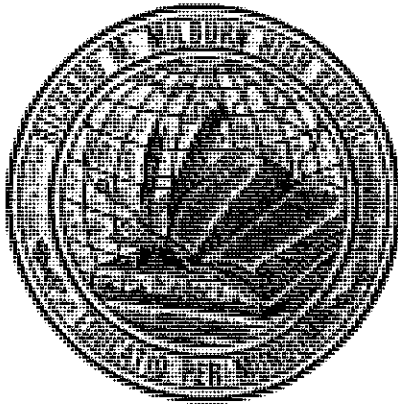
Mission Statement

Richard Milburn High School (RMHS)* is committed to enabling each student to maximize learning opportunities to achieve success and increase skills in the academic and work experience environment by offering a non-traditional academic, career and life skills program.



From the day (he) arrived . . . until the day he left, all of you cared enough to teach him . . . He came as a dropout. He left as an honor student. He came as a confused young boy. He left as a fine young man who is now prepared and well-able to overcome the challenges of life . . ."

A parent



Philosophy

RMHS believes that all students can achieve excellence in a positive, challenging educational environment that stimulates their interests, channels their energies and develops their abilities. RMHS is committed to providing a non-traditional learning environment for students with distinct needs for these educational services. Recognizing the individual strengths and intrinsic worth of all students, RMHS modifies educational services to provide specific skill development opportunities for all students to achieve self-confidence, self-worth, self-discipline and self-acceptance.

RMHS is committed to ensuring opportunities for all students to increase skills in both academic and employment environments. RMHS concentrates on increasing students' basic academic and career/life skills by offering opportunities not only to earn academic credits toward high school diplomas, but also to receive career counseling for the school-to-work transition. RMHS provides services to help students increase specific talents and self-worth using instruction and regularly scheduled counseling sessions focused on individual student needs.

*RMHS also manages programs for a non-profit corporation called Richard Milburn Academy (RMA). The names RMHS and RMA may be used interchangeably in this brochure.

History and Experience

Recognizing the need to serve soldiers who required instruction in basic skills, GED training and certification, LTC Richard A. Grim founded the predecessor of Richard Milburn High School (RMHS) in 1975 at the Marine Corps Development and Education Command at Quantico, Virginia. Subsequent to initial approval by the Virginia State Department of Education and the Veterans Administration, the Southern Association of Colleges and Schools accredited RMHS in 1980. RMHS has maintained accreditation through an intensive self-study process. RMHS credits are transferable to other accredited public and private high schools. The RMHS diploma is recognized as a standard high school diploma and is accepted by the U.S. military, colleges, universities, technical schools and employers throughout the country.

One of the original private enterprises created to serve adults needing specific basic skills instruction and high school graduation, RMHS has continued to expand. Coupled with its affiliate, NonPublic Educational Services, Inc. (NESI), RMHS now provides service to more than 60 locations in the U.S. and the Republic of Korea.

Currently, RMHS and NESI annually serve more than 50,000 students in programs ranging from elementary remediation to adult foreign language training. In the high school, over 80% of RMHS students have experienced success by making acceptable progress toward achieving individual academic and life/career skills goals. RMHS measures student success by individualizing each student's Personal Educational Plan (PEP) and monitoring progress through the collection and analysis of longitudinal data. These data report the number of students whom: (1) remain in school during any given semester; (2) continue to achieve success after returning to home schools; (3) complete timely graduation from high school; (4) proceed to formal post-secondary education programs; and (5) achieve measurable progress in developing specific work place skills.

Nearly 70% of recent RMHS graduates planned to continue education at a post-secondary institution. RMHS has documented approximately 35% of recent graduates who have enrolled and remained for at least six months in a post-secondary institution.

APPLICATION

"They actually take time to listen to you and you can express your feelings."

A student

"The teachers and staff care for everyone and accept them as they are."

A student

High School

00145

RMHS Major Priorities

Addressing the following systemic priorities, RMHS uses a strategic planning process to achieve school improvement goals identified through the intensive self-study process.

Priority 1	Improving Student Performance And Program Effectiveness
------------	---

Priority 2	Ensuring Safe Learning Environments For All RMHS Facilities
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Priority 3	Ensuring Access To Quality Programs Through All Learning Environments
------------	---

Priority 4	Attracting And Retaining Superior Faculty And Staff
------------	---

Priority 5	Developing And Expanding Support Partnerships With Parents, Community Members, Businesses, And Governmental And Educational Agencies
------------	--

Priority 6	Utilizing Technology To Improve And Increase Student, Faculty, Staff, And Administrative Productivity
------------	---

Priority 7	Expanding Student Participation In RMHS Programs
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"I applaud the work you do at Richard Milburn, giving young people the opportunity to study in an intimate and caring environment: taught by teachers who seem to draw the best from their students . . ."

A parent



Middle School Program

The Middle School program provides opportunities for students to return to local schools by developing interpersonal and academic performance skills and positive self concepts. Meeting during the traditional school day, RMHS offers a non-traditional middle school environment which focuses on flexible educational programming suited to particular student needs. The RMHS Middle School integrates social studies, English, science and mathematics, focusing on studies of people and real-life problems. This is done by modifying the curriculum and instructional strategies, as well as *encouraging unique student products*. Designed to offer alternative behavior and coping patterns, the Life Strategies course teaches students to build individual strengths and feelings of self-worth as effective and responsible problem solvers.

Middle School Program Features

- FLEXIBLE SCHEDULES
Alternating block and modular schedules
- INTEGRATED/INTERDISCIPLINARY CONTENT
Combinations of English/social studies; math/science
- LIFE STRATEGIES COURSE
Practical problem-solving techniques
- TUTORIAL/COUNSELING
Regularly scheduled sessions: students/teachers/parents
- SPECIAL PROJECTS
Integrated-content student products
- EXPERIENTIAL LEARNING
Hands-on student centered instructional activities
- LOW PUPIL TEACHER RATIO
Direct instruction focused on individual student

High School Program

The High School program provides non-traditional educational programs for students to earn high school diplomas, either from RMHS or from the local school district, and to gain employment experience. RMHS offers apprenticeships, courses in academic core curriculum and career/life skills. Because many RMHS High School students experience work and family responsibilities which prohibit traditional school attendance, flexible scheduling

allows RMHS students to maximize opportunities to work and earn high school credits. Typically, RMHS accommodates student employment schedules by repeating academic courses during morning, early afternoon, late afternoon or evening sessions. Also, to encourage student success, RMHS offers the Life Strategies Program which features scheduled academic, college and career/life skills counseling and tutorial sessions.

High School Program Features

- COMPLETE ACCREDITED HIGH SCHOOL ACADEMIC CURRICULUM
Core Curriculum Offerings
English, social studies, mathematics and science
Elective Curriculum Offerings
Humanities, physical education and foreign language
- ACADEMIC CORE CURRICULUM SKILL IMPROVEMENT
Reading, writing, spelling and mathematics skills
- TRANSITION TO WORK PROGRAM
Community-Based Internship (CBI)
Monitored and documented 150-hour apprenticeship or internship program
Monitored and validated competency-based credit for community experiences
Career Assessment/Job Preparation
Pre-employment Counseling, Assessment and Training
External Learning Experiences
Documented and validated non-class room learning experiences
College Preparation Program
SAT/ACT Preparation
College Placement Counseling
- MONITORED STUDY
Individualized/monitored and evaluated
- PORTFOLIOS
Documented/validated learning experiences and demonstrated talents
- EXPERIENTIAL LEARNING
Hands-on student centered instructional activities
- LOW PUPIL TEACHER RATIO
Direct instruction focused on individual student
- BLOCK AND MODULAR SCHEDULES
College like scheduling to meet student personal and academic needs

"Milburn school staff, parents and students plan together for success. Students who failed miserably at school were now succeeding."

A former school administrator

Curriculum and Instruction

RMHS focuses on developing student potential for success by using non-traditional, flexible scheduling and student-based outcomes to adapt curriculum content, instructional strategies and student products. Because RMHS paces instruction to learner needs and goals, students can meet or exceed traditional secondary subject learner objectives. RMHS students learn skills in problem-solving, critical thinking and self-directed learning to integrate content and create products which focus on interdisciplinary studies of real-life problems and the study of people.

RMHS not only teaches team development skills but also teaches students to work individually, as mentors and as leaders. RMHS embeds core subject content in the Transition to Work Program which teaches pre-employment work skills, life skills and skills necessary for success in the transition from high school, either to work or to college. Because technology rules the workplace, all RMHS sites provide opportunities for students to gain technology/computer skills and proficiency. Although not used as a primary means for instructional delivery, computers and technology provide unique opportunities for teachers to individualize and direct instruction.

"I thought it was the best school I've attended, simply because it was focused more on reality than other schools."

A former student

Student Evaluation and Assessment

In order to maximize individual student potential, RMHS focuses on meaningful student evaluation as an appraisal of achievement and as a diagnosis of difficulties. Although pen/paper tests are traditional student assessments, RMHS collects information from a variety of sources, including portfolios containing student products. In addition to results from standardized tests administered at local school districts, RMHS uses rating scales, direct observation and checklists of student academic and workplace experiences. Students also share in the evaluation process by participating in self-evaluation and teacher-student conferences/tutorials and by sharing knowledge and problem-solving for solutions. Furthermore, RMHS uses individual counseling to provide evaluation and assessment information pertinent to student appraisal.

RMHS Faculty and Staff

RMHS ensures that each faculty and staff member is highly qualified to work with students who benefit from a non-traditional educational program. Approximately half of all RMHS faculty hold at least a Masters' degree. Many are multicategorically qualified with business or government work experience. RMHS requires each teacher to maintain certification for their particular teaching assignment. To ensure high performance teaching and learning, RMHS uses a comprehensive performance management system which addresses individual goal-setting, related assessment measures and continuous professional development.

Program Fees

As a non-traditional school, RMHS can operate a successful program with far lower overhead and administrative costs than those required of traditional schools. Because RMHS provides individualized instruction in a non-traditional setting for all students, we concentrate on efficiently and effectively increasing students' cognitive and affective skills. Accordingly, by focusing on student outcomes, we can avoid costs which do not enhance the learning process.

The cost for an RMHS program is generally less than a school district's per student expenditure for educating a secondary school student. RMHS consistently provides an effective non-traditional secondary education for significantly less than that of most conventional public school alternative programs. RMHS fees include all costs for the contracted RMHS program, including teachers, facilities, instructional materials, supplies and equipment. However, RMHS uses school district provided texts in agreements requiring curriculum alignment.

Association with RMHS

RMHS welcomes partners who wish to associate with RMHS in providing service to this distinct student population. We can provide specific information and plans for your particular student needs.

For further information, please call your local RMHS facility listed in our directory or call:

Robert H. Crosby, President
(978) 741-7161

APPLICATION

"... An alternative school model for the nation ..."

The Eagle Tribune
Haverhill, Mass.

"To me, the key to this is our ability to expand the program we currently offer for less money"

School committee member
Patriot Ledger
Plymouth, Mass.

"These are students, some of whom we literally recruited off the streets, who had dropped out . . . students who have had a real tough time in life, in many phases of their lives.

Some who graduated probably thought they couldn't, but they could.

I couldn't be happier."

Superintendent
30,000 student system

Notes

High School




CORPORATE OFFICE:

Richard Milburn High School
14416 Jefferson Davis Highway
Woodbridge, Virginia 22191
(703) 494-0147

HIGH SCHOOL DIVISION OFFICE:

Richard Milburn High School
27 Congress Street
Salem, Massachusetts 01970
(978) 741-7161

Richard  0150

APPENDIX N

School Site/Floor Plan/Letter of Intent

DAVID BARR PROPERTIES

A Commercial Brokerage Company

APPLICATION



December 23, 1997

Mr. Norman Hall
1263 Terminal Loop
McQueeney, TX. 78123

Mr. Hall:

Enclosed with this letter you will find two originals of a Non-Binding Letter Of Intent on the Mid Town Mall space here in Killeen. Please sign one and return it to our office at your earliest convenience. The second original is for you to sign and keep for your records.

We look forward to assisting you in locating your satellite school in Killeen. We know that it would be a welcome addition to our diverse and growing economy. If we can be of further assistance to you, please feel free to call us.

We wish you a Safe and Merry Christmas!

Sincerely,

A handwritten signature in cursive script that reads 'Tina Byler'.

Tina Byler,
Broker Assistant

Enc.

00152

DAVID BARR PROPERTIES

A Commercial Brokerage Company



NON-BINDING LETTER OF INTENT

Lessor (Owner): Mid Town Mall

Lessee (Tenant): Richard M. Milburn High School

Use: High School Education

Premises: Approximately 5,000 square feet of the Mid Town Mall, 1001 East Veterans Memorial Blvd., Killeen, TX.

Primary Term: Thirty-six (36) months from the commencement date. Expected commencement date is to be March 1, 1998 or as close thereto as possible.

Base Rent: \$6.00 per square foot annually (\$30,000 per year).

Options: Three (3), three (3) year options.

Utilities and Janitorial: Lessee (Tenant) will pay for all utilities and janitorial consumed within the property.

Security Deposit: Equal to first month's rent.

Common Area Maintenance, Real Estate Taxes, & Insurance: Lessee (Tenant) will pay for taxes, insurance and Common Area Maintenance of said property on a prorata basis. These expenses are estimated to be \$.48 per square foot.

Condition of the Premises: Landlord will finish out with ADA restrooms, classrooms and three (3) offices as required by Tenant. Landlord shall provide HVAC, plumbing, electrical, and sprinkler system as required by the City of Killeen in order to acquire a Certificate of Occupancy.

Signage: Lessee (Tenant) will be responsible for signage. Lessor will allow a sign which states "Richard Milburn High School."

P.O. Box 10040
Killeen, Texas 76747-0040

RECEIVED FROM: 254 526 0252 00153

APPLICATION

Contingency:

This lease is contingent upon state approval for a site in Killeen, Texas. Such approval will be given or denied by March 31, 1998. Lessor shall have sixty (60) days to complete finish out with rent commencing upon possession by Tenant or issuance of Certificate of Occupancy, whichever comes first.

Leasing Fee:

Landlord shall pay to David Barr Properties a sum equal to 5% of total lease payments of the primary term and 4% of lease payments on any renewals.

Preparation of Lease:

Upon acceptance of this lease proposal, Lessor shall proceed with the preparation of a lease at Lessor's sole expense. This proposal is an expression of intention only and is not a binding contract. The obligations of Lessor and Lessee herein are conditioned upon the execution and delivery of a mutually agreeable lease.

Lessee:

Richard M. Milburn High School


By: Robert H. Crosby, President

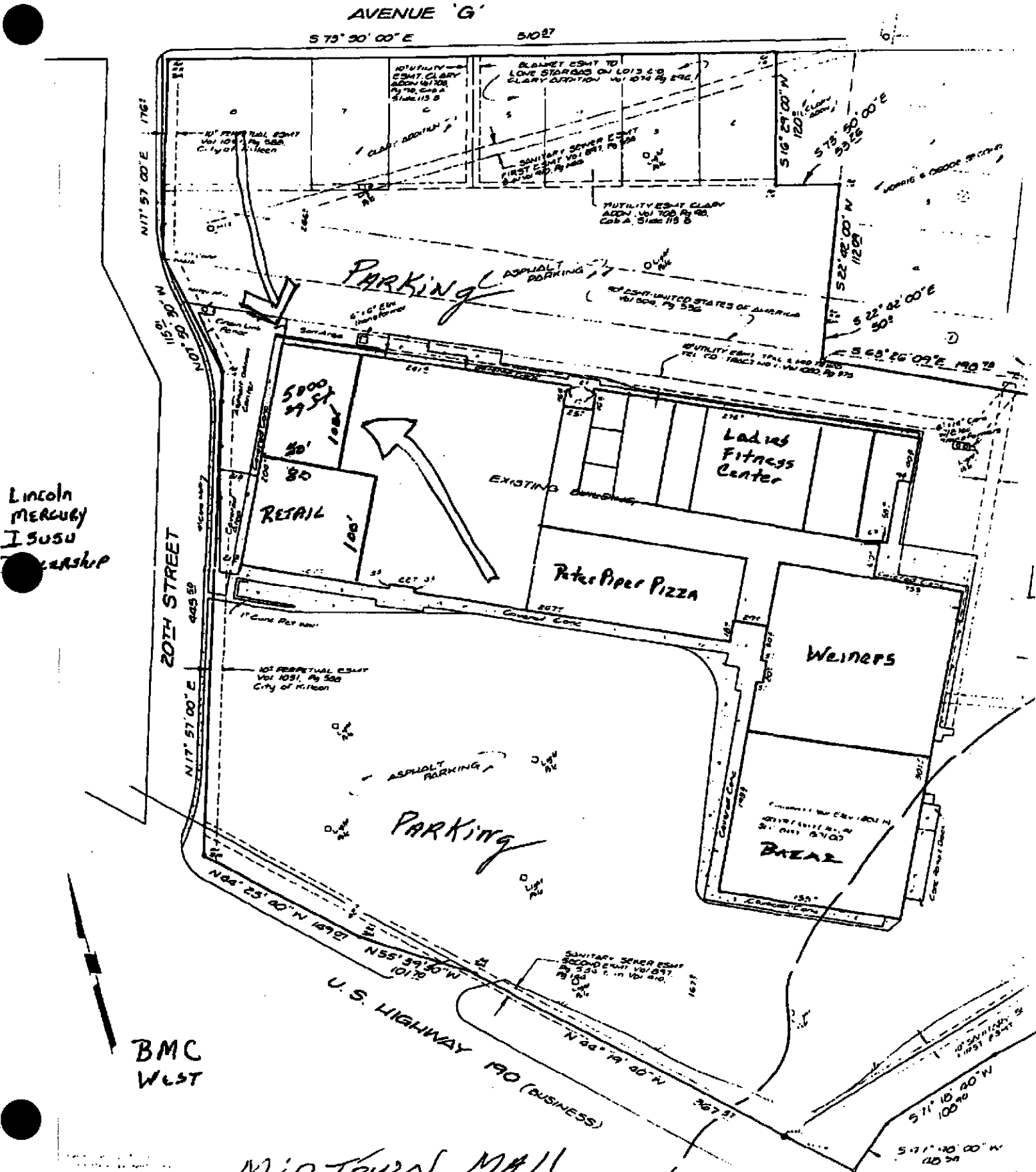
Date: 1/6/98

**Broker/Marketing Agent:
David Barr Properties**


By: David Barr, Broker, GRI, CRB

Date: 12-12-97

APPLICATION



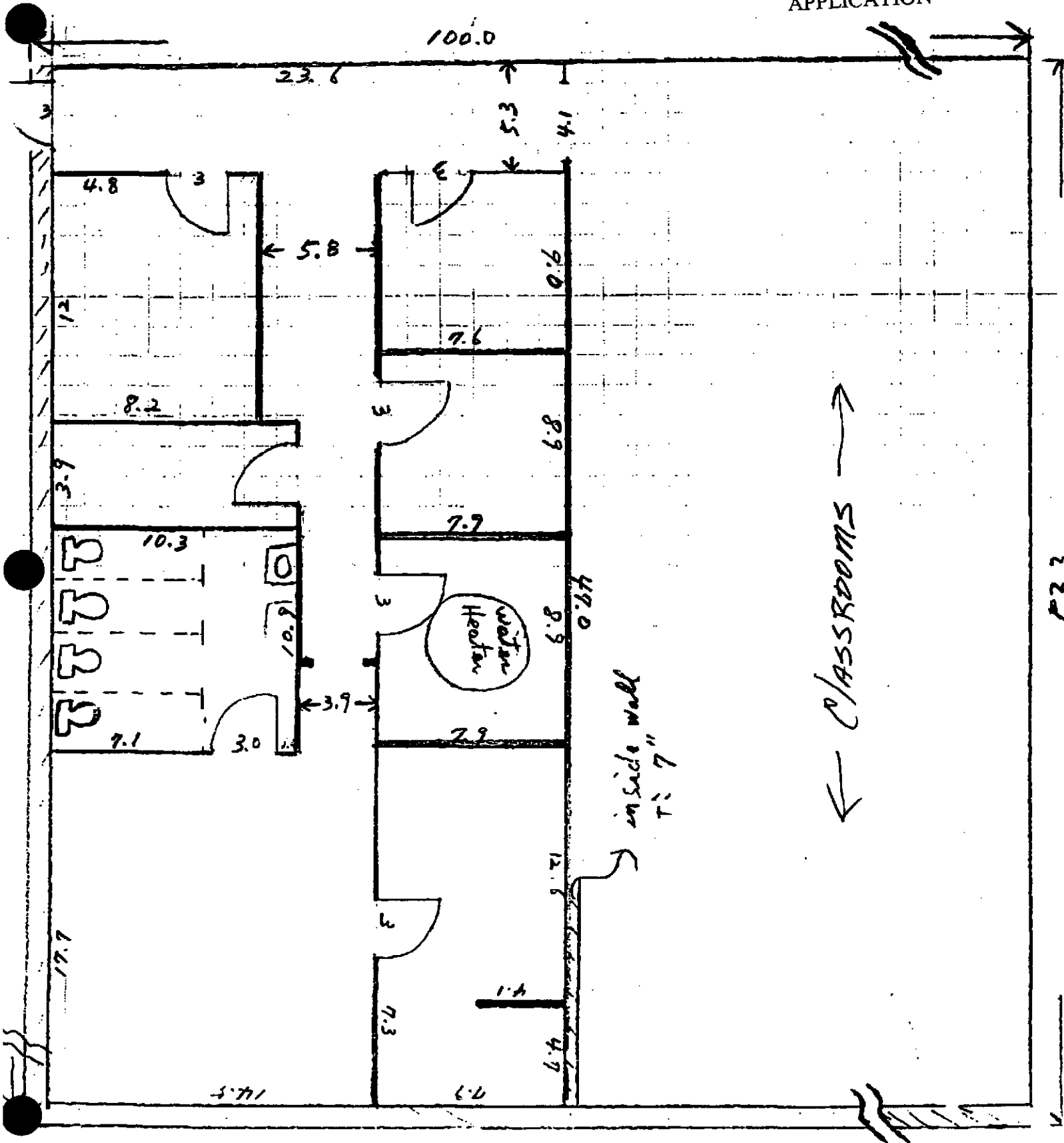
Lincoln
Mercury
Isuzu
Garage

BMC
West

MIDTOWN MALL
KILLEEN, TEXAS

00155

C MIDTOWN MALL
DU9 KIM
APPLICATION



APPLICATION

5155 Flynn Parkway, Suite 200
Corpus Christi, Texas 78411
Phone: (361) 225-4424
Fax: (361) 225-4549

McQUEEN

**Richard Wilburn
Academy**

Killeen

Fax

SENIOR DIRECTOR FOR
CHARTER SCHOOLS

To: BROOKS FLEMISTER From: NORMAN HALL
 Fax: 512/463-9732 Date: 8/14/99
 Phone: — Pages: 2
 Re: 501(C)(3) STATUS CC:

Urgent For Review Please Comment Please Reply Please Recycle

•Comments:

BROOKS —
 501(C)(3) STATUS FOR THE KILLEEN CHARTER
 IS ATTACHED.

Norman Hall



COMPTROLLER OF PUBLIC ACCOUNTS

P.O. BOX 18528
AUSTIN, TX 78711-3528

APPLICATION

June 14, 1999

Mr. David E. Harvey
Richard Milburn Academy, Inc.
27 Congress St.
Salem, MA 01970-5575

KILLEEN CHARTER

Dear Mr. Harvey:

I am pleased to report Richard Milburn Academy, Inc., Taxpayer No. 3-20008-8293-9, qualifies for exemption from franchise tax as a 501(c)(3) organization effective August 13, 1998. Since the account is in the process of being updated, you should disregard any franchise tax notices for periods covered by the exemption. In the event we have reason to believe the organization no longer qualifies for exemption, we will notify the registered agent that the exempt status is under review.

This corporation has also qualified for exemption from the Texas limited sales, excise and use tax as a 501(c)(3) organization effective September 8, 1997. It may issue an exemption certificate instead of paying the sales tax on taxable items or services that relate to the purpose of the exempt organization and are not used for the personal benefit of an individual or private party. The certificate does not require a number to be valid and may be reproduced in any quantity.

If your organization makes any sales of taxable items or services, please contact our Tax Assistance Section at 1-800-252-5555 to determine if a sales tax permit is needed. The direct number is 512/463-4600.

If the organization changes its name, registered agent or registered office address, it is required to notify the Secretary of State.

If you have any questions, please call me toll free at 1-800-531-5441, extension 3-4142, or my direct number is 512/463-4142.

Sincerely,

Wanda K. Carter
Exempt Organizations Section

an equal opportunity employer

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

DEPARTMENT OF THE TREASURY

APPLICATION

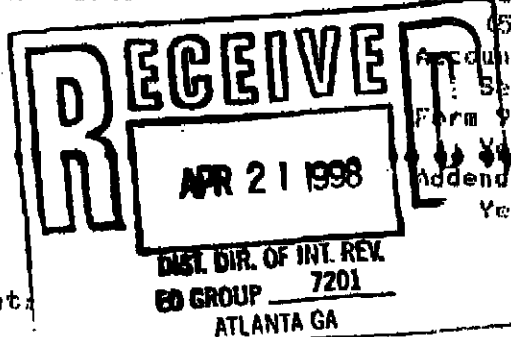
Date: APR 07 1998

Employer Identification Number:
54-1864466 ✓DLN:
318086228Contact Person:
D. A. DOWNINGContact Telephone Number:
(513) 241-5199Accounting Period Ending:
September 30

Form 990 Required:

Yes
Addendum Applies
Yes

RICHARD MILBURN ACADEMY INC
C/O ROBERT H. CROSBY
12 EVERETT PAINE BOULEVARD
MARBLEHEAD, MA 01945



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 (DD/CG)

ADD 98 1000

00159

07/30/98 THU 09:19 [TX/RX NO 5904]

APPLICATION

-2-

RICHARD MILBURN ACADEMY INC

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.

Letter 947 (DO/CG)

APPLICATION

-3-

RICHARD MILBURN ACADEMY INC

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.

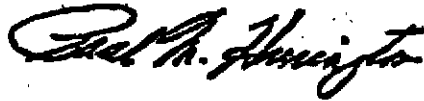
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

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 (00/06)

00161

APPLICATION

RICHARD MILBURN ACADEMY INC

Since you receive more than 50% of your support from government sources, you are a "public school" as defined in the Civil Rights Act. Accordingly, you are not subject to the specific publishing, reporting, and recordkeeping requirements of Rev. Proc. 75-50, 1975-2 C.B., page 587. If your income sources change, to the extent you are no longer primarily supported by the government, you will be subject to these requirements. Failure to comply with these requirements at that time can have an adverse effect on your exempt status.

Letter 947 (DD/CG)

00162



8K

TEXAS EDUCATION AGENCY

CONTINGENCIES

1701 NORTH CONGRESS AVENUE ★ AUSTIN, TEXAS 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838

MIKE MOSES
COMMISSIONER OF EDUCATION

URGENT MEMO

TO: *Richard Milborn Alternative* DATE: February 17, 1998
H.S. - Killen

FROM: Brooks Flemister *(BF)*
Senior Director

After review of the open-enrollment charter school application submitted by your organization, staff at the Texas Education Agency has determined that your application is incomplete or proposes a policy or practice that is inconsistent with State or Federal laws. **Your application is not eligible for consideration by the State Board of Education until the following items (indicated by a check mark) are supplied to the Agency. Except as provided below, the items must be addressed in writing and submitted to the Agency no later than 5:00 p.m., Tuesday, February 24, 1998.** The items, other than those requiring an original signature, may be faxed to the attention of Brooks Flemister at (512) 463-9732. Items requiring an original signature may be delivered to the above address. Applicants who have not yet submitted a signed lease agreement, as described below, or evidence of ownership of a facility may submit such agreement or evidence no later than 5:00 p.m., Friday, February 27, 1998.

Please supply the following:

Assurance that the proposed charter school will provide a curriculum designed to address the requirements of Section 28.002, including Texas Essential Knowledge and Skills.

Assurance that the applicant has the ability to compile baseline performance data for students served by the proposed open-enrollment charter school on the assessment instruments adopted under Chapter 39, Subchapter B, including the Texas Assessment of Academic Skills.

Evidence that the sponsoring entity of the proposed charter is an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code or has applied for such status. Note that the sponsoring entity must itself be tax exempt or have applied for such status. It is not sufficient that the sponsoring entity belongs to or be associated with a tax-exempt organization.

00163

CONTINGENCIES

- A copy of the last tax return filed by the sponsoring entity.
- A list of the board members of the sponsoring organization. The list must identify the officers of the sponsoring organization.
- Evidence that a facility has been secured for use by the proposed charter school. If the school will be housed in a leased facility, the applicant must supply a copy of a lease agreement signed by the owner of the facility, the president or chair of the governing body of the proposed open-enrollment charter school (if members of the governing body have been identified), and the chief operating officer of the proposed charter. Note that the agreement may be structured as an option to lease the facility upon award of a charter. Any agreement provided must, however, be enforceable. It must contain all essential terms of a lease agreement, including the location of the property, the rental amount, and the term of the lease (i.e., number of months or years.) If the charter school will be housed in a building owned by the sponsoring entity, the applicant must provide an enforceable agreement between the owner and the chief operating officer of the proposed charter providing for use of the facility by the school.
- Evidence of parent/community support.
- Four complete copies of the Assurances provided in the application packet, each with an original signature.
- A description of the geographical area to be served. Note that this description must be specific and definite. For example, descriptions such as "the southwest portion of the city," or the "greater metropolitan area" are insufficient. Acceptable descriptions include those defining the area in terms of city or county limits, street names, boundaries of school districts, or zip codes.
- Clarification that the proposed charter school will admit and fully serve eligible students with disabilities or handicapping conditions. This clarification must include an assurance that the charter school will provide transportation to a disabled student when required by the student's Individual Education Plan. This clarification must also include an assurance that certified teaching personnel would be employed when required by law.
- Clarification that the admission policy of the proposed charter school will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend in accordance with the Texas Education Code.

___ Clarification that the policies of the proposed charter school will not provide for segregation or discrimination on the basis of sex except where required or allowed by federal law. (Title IX applies to open-enrollment charters)

___ Assurance that the admission policy of the proposed charter will not condition admission into the charter school on the promise of a student or parent that the student will meet certain attendance requirements.

___ Assurance that the admission policy of the proposed charter school will not favor students currently attending a predecessor or affiliated school. In other words, once a school or organization receives an open-enrollment charter, it may not give preference to students affiliated with the school or organization prior to the grant of the charter. A charter school may in its second year, however, give enrollment priority to students and siblings of students who attended the school in its first year of operation as a charter school.

___ Assurance that the proposed charter school will not withhold student records in violation of state or federal law.

___ Assurance that the proposed charter school will not charge tuition or impermissible fees, including fees charged as penalties for the failure of a student or parent to comply with the school's requirements.

___ Assurance none of the members of the governing body, personnel, or students of the proposed charter school will be required to subscribe to particular religious beliefs or belong to a particular church or denomination.

✓ ___ Clarification that the applicant assures compliance with the Texas Open Meetings Act and the Texas Public Information Act. Note that in some instances the applicant will be required to delete or revise statements in the application that are inconsistent with these acts.

___ Clarification that students will be provided due process prior to expulsion.

___ Completed application form (provided by TEA in application packet).

___ Assurance that the governing body of the sponsoring entity will retain authority to ensure that the policies and operation of the school comply with all applicable laws and requirements of the charter contract.



**RICHARD
MILBURN
ACADEMY**

CONTINGENCIES

14416 Jeff Davis Hwy. • Suite 8 • Woodbridge, VA 22191 • (703) 494-0147

25 February 1998

RECEIVED

FEB 27 1998

CHARTER SCHOOLS

Dr. Brooks L. Flemister
Senior Director
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Ref: Charter School Application
Killeen, TX

Dear Dr. Flemister:

I sent to you in my letter dated February 24, 1998 a response to the items listed in your letter dated February 17, 1998. In my letter I referred to Attachment 1. Enclosed is a copy of Attachment 1.

At this time, I feel that we have fully complied with your requirements. If any additional information is requested, please contact me or Dr. Norman Hall (830-557-6181).

Sincerely,

Robert H. Crosby
President

00166

FEB. 23 '98 (MON) 14:09

Dec-29-97 10:37A David Barr Properties

254 525-0252

P.02

Dec-23-97 01:20P David Barr Properties

254 525-0252

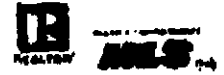
CONTINGENCIES

P.02

Attachment 1

DAVID BARR PROPERTIES

A Commercial Brokerage Company



RECEIVED

FEB 27 1998

CHARTER SCHOOLS

LETTER OF INTENT

Lessor (Owner): Mid Town Mall

Lessee (Tenant): Richard M. Milburn High School

Use: High School Education

Premises: Approximately 5,000 square feet of the Mid Town Mall, 1001 East Veterans Memorial Blvd., Killeen, TX.

Primary Term: Thirty-six (36) months from the commencement date. Expected commencement date is to be March 1, 1998 or as close thereto as possible.

Base Rent: \$6.00 per square foot annually (\$30,000 per year).

Options: Three (3), three (3) year options.

Utilities and Janitorial: Lessee (Tenant) will pay for all utilities and janitorial consumed within the property.

Security Deposit: Equal to first month's rent.

Common Area Maintenance, Real Estate Taxes, & Insurance: Lessee (Tenant) will pay for taxes, insurance and Common Area Maintenance of said property on a prorata basis. These expenses are estimated to be \$48 per square foot.

Condition of the Premises: Landlord will finish out with ADA restrooms, classrooms and three (3) offices as required by Tenant. Landlord shall provide HVAC, plumbing, electrical, and sprinkler system as required by the City of Killeen in order to acquire a Certificate of Occupancy.

Signage: Lessee (Tenant) will be responsible for signage. Lessor will allow a sign which states "Richard Milburn High School."

P.O. Box 10030
Killeen, Texas 76741-0030

FEB 27 1998

12-29-97 13134

RECEIVED FROM: 254 525 0252

P.02

00167

Jan-05-98 03:46P David Barr Properties

224 525-0232

CONTINGENCIES
RECEIVED P-03

FEB 27 1998

CHARTER SCHOOLS

Contingency:

This lease is contingent upon state approval for a site in Killean, Texas. Such approval will be given or denied by March 31, 1998. Lessor shall have sixty (60) days to complete finish out with rent commencing upon possession by Tenant or issuance of Certificate of Occupancy, whichever comes first.

Leasing Fee:

Landlord shall pay to David Barr Properties a sum equal to 5% of total lease payments of the primary term and 4% of lease payments on any renewals.

Preparation of Lease:

Upon acceptance of this lease proposal, Lessor shall proceed with the preparation of a lease at Lessor's sole expense. This proposal is an expression of intention only and is not a binding contract. The obligations of Lessor and Lessee herein are conditioned upon the execution and delivery of a mutually agreeable lease.

Lessor:
Richard M. Milburn (Charter School)


By: Robert H. Crosby, President

Date: 1/1/98

Broker/Marketing Agent:
David Barr Properties


By: David Barr, Broker, CRJ, CRB

Date: 12-12-97

DAVID BARR PROPERTIES

A Commercial Brokerage Company

February 23, 1998

CONTINGENCIES



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FEB 27 1998

CHARTER SCHOOLS

FAXED CORRESPONDENCE

Mr. Robert H. Crosby
Richard M. Milburn High School
1263 Terminal Loop
McQueeney, TX. 78123

Mr. Crosby:

This letter authorizes David Barr to negotiate a lease on my behalf, Dug Kim, as owner of the Mid Town Mall (Lessor), for a lease with Richard M. Milburn High School (Lessee).

Dug Kim 2-23-98
Dug Kim, Owner Date
Mid Town Mall, Killeen

Letter of Intent dated December 12, 1997 is hereby binding by all parties.

Dug Kim 2-23-98
Dug Kim, Owner Date
Mid Town Mall, Killeen

David Barr 2-23-98
David Barr, Broker Date
David Barr Properties

X Robert H. Crosby 2/25/98
Robert H. Crosby, President Date
Richard M. Milburn High School

P.O. Box 10040
Killeen, Texas 76547-0040

(254) 526-2277
Fax (254) 526-0252

00169



**RICHARD
MILBURN
ACADEMY**

CONTINGENCIES

14416 Jeff Davis Hwy. • Suite B • Woodbridge, VA 22191 • (703) 494-0147

20 February 1998

Dr. Brooks L. Flemister
Senior Director
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

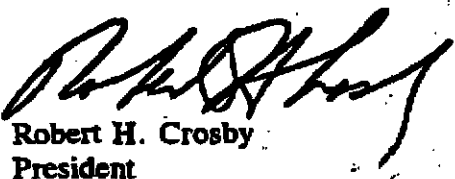
Ref: Charter School Application
Alternative High School, Killeen, Texas

Dear Dr. Flemister:

I wish to amend the referenced application as follows:

1. Our application form did not provide the projected maximum enrollment. We project that the maximum enrollment in multiple locations in Killeen to not exceed 500 students.
2. In paragraph 2.D.4 (Public Meetings), p 10, we indicated our plan for public meetings. Due to unexpected delays, our first public meeting occurred on February 11, 1998 at 7:00 P.M. at the Park Inn Hotel in Killeen which is near our proposed location at Mid-Town Mall, 1001 East Veterans Memorial Blvd. Attachment A presents our notice placed in *The Killeen Daily Herald* and our agenda for that meeting.

Sincerely,


Robert H. Crosby
President

cc: N. Hall

CONTINGENCIES

DROPOUTS - EXPULSIONS - SUSPENSIONS

Is your child on the verge of dropping out of the Killeen ISD
or has already dropped out of school?

If yes, you need Richard Milburn Charter High School (RMHS) in your district!

RMHS is a second chance middle/high school for students who are at risk, dropouts, suspended, or expelled.

RMHS is a school with a 22 year track record of success featuring:

- very small classes with certified teachers, individualized attention
- school to work study with pre-employment job skills
- life strategies
- behavior management programs
- afternoon and evening classes away from the home school
- lots of counseling
- diplomas accepted worldwide
- 85% success for 1996/97



There will be a public meeting to discuss the RMHS charter proposal to be held at the Park Inn Hotel, 803 E. Central Texas Expressway, Killeen Texas on Wednesday, February 11 at 7:00 p.m. Call RMHS to obtain a summary of the charter proposal.

For more information write to:

RMHS - 14416 Jefferson Davis Highway - Suite B - Woodbridge, Virginia 22191
or call (703) 494-0147



**RICHARD
MILBURN
ACADEMY**

CONTINGENCIES

14416 Jeff Davis Hwy. • Suite 8 • Woodbridge, VA 22191 • (703) 494-0147

AGENDA

**COMMUNITY MEETING
Killeen Charter School
February 11, 1998**

- 7:00-7:10 P.M. Introductions/Background
- 7:10-7:30 P.M. Presentation on RMA
- 7:30-8:00 P.M. Questions and Answers
- 8:00-8:30 P.M. Call for Volunteers
 - Board
 - Student Recruiting
 - Public Relations
 - Curriculum
 - School To Work
 - Staff Recruiting
- 8:30 P.M. Closing

CONTINGENCIES

*** TX REPORT ***

Milburn - Hubbard
etc.

TRANSMISSION OK

TX/RX NO	0596	
CONNECTION TEL		917034946093
SUBADDRESS		
CONNECTION ID		
ST. TIME	02/18 16:43	
USAGE T	10'04	
PGS.	22	
RESULT	OK	

TEA/FAX TRANSMITTAL FORM

CHARTER SCHOOLS

TEXAS EDUCATION AGENCY
DEPARTMENT OF SCHOOL/COMMUNITY SUPPORT
1701 NORTH CONGRESS AVENUE
AUSTIN, TEXAS 78701-1494
Phone: (512) 463-9575
Fax: (512) 463-9732

DATE: February 18, 1998

TO: Richard Milburn
Charter School Applicant

FAX NUMBER: 703 494 6093

FROM: Brooks Flemister

Total Number of Pages Including Cover Page: 4

If there are problems with this fax, please call Glenda Lackey at (512) 463-9575.

TEA/FAX TRANSMITTAL FORM

CHARTER SCHOOLS

**TEXAS EDUCATION AGENCY
DEPARTMENT OF SCHOOL/COMMUNITY SUPPORT
1701 NORTH CONGRESS AVENUE
AUSTIN, TEXAS 78701-1494
Phone: (512) 463-9575
Fax: (512) 463-9732**

DATE: February 18, 1998
TO: Richard Milburn
Charter School Applicant
FAX NUMBER: 703 494 6093
FROM: Brooks Flemister

Total Number of Pages Including Cover Page: 4

If there are problems with this fax, please call Glenda Lackey at (512) 463-9575.

COMMENTS: URGENT MEMO



**RICHARD
MILBURN
ACADEMY**

CONTINGENCIES
RECEIVED

FEB 24 1998

14416 Jeff Davis Hwy. • Suite 8 • Woodbridge, VA 22191 • (703) 494-0147

CHARTER SCHOOLS

24 February 1998

Dr. Brooks Flemister
Senior Director
Texas Education Agency
Department of School/Community Support
1701 North Congress Avenue
Austin, TX 78701-1494

Re: Richard Milburn Academy
Killeen, TX

Dear Dr. Flemister:

I received your memo dated February 17, 1998 in which additional items of information were requested for the referenced application.

1. Baseline Performance Data

RMA provides assurance that it has the ability to compile baseline performance data for students served by the proposed open-enrollment charter school on the assessment instruments adopted under Chapter 39, Subchapter B, including the Texas Assessment of Academic Skills.

2. Facility

Appendix N of our charter proposal presented a letter of intent on our facility. This letter of intent is enforceable and includes the location of the property, terms of the lease, and other lease terms. The Letter of Intent is signed by me and the real estate agent. I have revised the Letter of Intent by removing the term "Non-binding" and obtaining authorization for the agent to sign this letter. The revision is shown in Attachment 1 of this letter which will be faxed to you by COB, February 27, 1998.

3. Assurances

Enclosed are four complete copies of the Assurances with original signatures. Mr. Richard Reiber as Secretary/Treasurer is authorized to sign these documents.

00175

CONTINGENCIES
RECEIVED

FEB 24 1998

CHARTER SCHOOLS

Dr. Brooks Flemister
Re: Killeen, TX
Page 2

4. Anti-discrimination

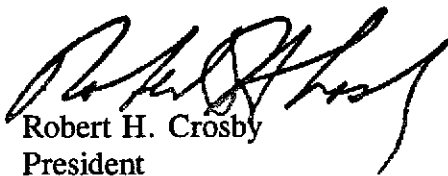
RMA provides assurances that its admission policy of the proposed charter school will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend in accordance with the Texas Education Code.

5. Open Meetings/Public Information

RMA provides assurances that it will comply with the Texas Open Meetings Act and the Texas Public Information Act. Any statements in our proposal which contradicts this assurance are deleted.

If there are any other concerns about our application, call me at 703-494-0147 or Dr. Norm Hall at 830-557-6181.

Sincerely,



Robert H. Crosby
President

enc

cc: N. Hall
J. Hagmeier

00176

FEB 24 1998

Assurances

CHARTER SCHOOLS

Signature of the Chief Operating Officer certifies that the following statements are addressed through policies adopted by the charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter will abide by them:


- (1) The proposed open-enrollment charter school prohibits discrimination in its admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend in accordance with state statute.
- (2) Any educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility will not be transferred to or employed by the open-enrollment charter school over the educator's objection.
- (3) The proposed open-enrollment charter school will retain authority to operate under the charter contingent on satisfactory student performance on assessment instruments adopted under TEC, Chapter 39, Subchapter B and as provided by the open-enrollment charter agreement approved by the State Board of Education.
- (4) The proposed open-enrollment charter school will not impose taxes, use financial incentives or rebates to recruit students, or charge tuition other than tuition allowable under TEC Section 12.106.
- (5) If the proposed open-enrollment charter school provides transportation, it will provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.
- (6) The proposed open-enrollment charter school will operate in accordance with federal laws and rules governing public schools; applicable provisions of the Texas Constitution; state statute pertaining to provisions establishing a criminal offense; and prohibitions, restrictions, or requirements, as applicable, under state statute or rule adopted relating to:
 - the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance as determined by the commissioner;
 - criminal history records under TEC Subchapter C of Chapter 22;
 - high school graduation under TEC Section 28.025;
 - special education programs under TEC Subchapter A of Chapter 29;
 - bilingual education under TEC Subchapter B of Chapter 29;
 - prekindergarten programs under TEC Subchapter E of Chapter 29;
 - extracurricular activities under TEC Section 33.081;
 - health and safety under TEC Chapter 38; and
 - public school accountability under TEC Subchapters B, C, D, and G of Chapter 39.
- (7) The governing body of the school is considered a governmental body for purposes of Chapters 551 and 552, Government Code, and will comply with those requirements of state statute.
- (8) The employees and volunteers of the open-enrollment charter school are held immune from liability to the same extent as school district employees and volunteers under applicable state laws.

CHARTER SCHOOLS

- (9) The open-enrollment charter school will ensure that any of its employees who membership in the Teacher Retirement System of Texas will be covered under the system to the same extent a qualified employee of a school district is covered. For each employee of the school covered under the system, the charter will be responsible for making any contribution that otherwise would be the legal responsibility of the school district, and will ensure that the state makes contributions for which it is legally responsible to such employees.
- (10) The open-enrollment charter school complies with all health and safety laws, rules, and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
- (11) The open-enrollment charter school agrees to assist in the completion of an annual evaluation of the charter that includes consideration of:
 - students' scores on assessment instruments administered under TEC, Chapter 39, Subchapter B;
 - student attendance;
 - students' grades;
 - incidents involving student discipline;
 - socioeconomic data on students' families;
 - parents' satisfaction with their children's schools;
 - students' satisfaction with their schools;
 - the costs of instruction, administration, and transportation incurred by the open-enrollment charter, and
 - the effect of the open-enrollment charter on surrounding school districts and on teachers, students, and parents in those districts.
- (12) An assignment of the operation of the charter to another entity is a revision to the charter, and must be submitted to the State Board of Education for approval.
- (13) Charter schools will provide parents of prospective students with a one-page prospectus of the charter which includes, but is not limited to, information about staff qualifications and the instructional program.
- (14) The school will implement a policy to admit students eligible for a public education grant.

Signature of Chief Operating Officer of the School, testifying to the provisions of the charter and the assurances above:

Signature of the Chair of the State Board of Education, Approving the Open-Enrollment Charter in accordance with the provisions of this document:

 _____

Date: 24 February 1998

Date: _____

FEB 24 1998

CHARTER SCHOOLS

CONTINGENCIES

Assurances


Signature of the Chief Operating Officer certifies that the following statements are addressed through policies adopted by the charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter will abide by them:

- (1) The proposed open-enrollment charter school prohibits discrimination in its admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend in accordance with state statute.
- (2) Any educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility will not be transferred to or employed by the open-enrollment charter school over the educator's objection.
- (3) The proposed open-enrollment charter school will retain authority to operate under the charter contingent on satisfactory student performance on assessment instruments adopted under TEC, Chapter 39, Subchapter B and as provided by the open-enrollment charter agreement approved by the State Board of Education.
- (4) The proposed open-enrollment charter school will not impose taxes, use financial incentives or rebates to recruit students, or charge tuition other than tuition allowable under TEC Section 12.106.
- (5) If the proposed open-enrollment charter school provides transportation, it will provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.
- (6) The proposed open-enrollment charter school will operate in accordance with federal laws and rules governing public schools; applicable provisions of the Texas Constitution; state statute pertaining to provisions establishing a criminal offense; and prohibitions, restrictions, or requirements, as applicable, under state statute or rule adopted relating to:
 - the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance as determined by the commissioner;
 - criminal history records under TEC Subchapter C of Chapter 22;
 - high school graduation under TEC Section 28.025;
 - special education programs under TEC Subchapter A of Chapter 29;
 - bilingual education under TEC Subchapter B of Chapter 29;
 - prekindergarten programs under TEC Subchapter E of Chapter 29;
 - extracurricular activities under TEC Section 33.081;
 - health and safety under TEC Chapter 38; and
 - public school accountability under TEC Subchapters B, C, D, and G of Chapter 39.
- (7) The governing body of the school is considered a governmental body for purposes of Chapters 551 and 552, Government Code, and will comply with those requirements of state statute.
- (8) The employees and volunteers of the open-enrollment charter school are held immune from liability to the same extent as school district employees and volunteers under applicable state laws.

- (9) The open-enrollment charter school will ensure that any of its employees who qualify for membership in the Teacher Retirement System of Texas will be covered under the system to the same extent a qualified employee of a school district is covered. For each employee of the school covered under the system, the charter will be responsible for making any contribution that otherwise would be the legal responsibility of the school district, and will ensure that the state makes contributions for which it is legally responsible to such employees.
- (10) The open-enrollment charter school complies with all health and safety laws, rules, and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
- (11) The open-enrollment charter school agrees to assist in the completion of an annual evaluation of the charter that includes consideration of:
 - students' scores on assessment instruments administered under TEC, Chapter 39, Subchapter B;
 - student attendance;
 - students' grades;
 - incidents involving student discipline;
 - socioeconomic data on students' families;
 - parents' satisfaction with their children's schools;
 - students' satisfaction with their schools;
 - the costs of instruction, administration, and transportation incurred by the open-enrollment charter; and
 - the effect of the open-enrollment charter on surrounding school districts and on teachers, students, and parents in those districts.
- (12) An assignment of the operation of the charter to another entity is a revision to the charter, and must be submitted to the State Board of Education for approval.
- (13) Charter schools will provide parents of prospective students with a one-page prospectus of the charter which includes, but is not limited to, information about staff qualifications and the instructional program.
- (14) The school will implement a policy to admit students eligible for a public education grant.

Signature of Chief Operating Officer of the School, testifying to the provisions of the charter and the assurances above:

Signature of the Chair of the State Board of Education, Approving the Open-Enrollment Charter in accordance with the provisions of this document:



Date: 24 February 1998

Date: _____

FEB 24 1998

Assurances

CHARTER SCHOOLS

Signature of the Chief Operating Officer certifies that the following statements are addressed through policies adopted by the charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter will abide by them:

- (1) The proposed open-enrollment charter school prohibits discrimination in its admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend in accordance with state statute.
- (2) Any educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility will not be transferred to or employed by the open-enrollment charter school over the educator's objection.
- (3) The proposed open-enrollment charter school will retain authority to operate under the charter contingent on satisfactory student performance on assessment instruments adopted under TEC, Chapter 39, Subchapter B and as provided by the open-enrollment charter agreement approved by the State Board of Education.
- (4) The proposed open-enrollment charter school will not impose taxes, use financial incentives or rebates to recruit students, or charge tuition other than tuition allowable under TEC Section 12.106.
- (5) If the proposed open-enrollment charter school provides transportation, it will provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.
- (6) The proposed open-enrollment charter school will operate in accordance with federal laws and rules governing public schools; applicable provisions of the Texas Constitution; state statute pertaining to provisions establishing a criminal offense; and prohibitions, restrictions, or requirements, as applicable, under state statute or rule adopted relating to:
 - the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance as determined by the commissioner;
 - criminal history records under TEC Subchapter C of Chapter 22;
 - high school graduation under TEC Section 28.025;
 - special education programs under TEC Subchapter A of Chapter 29;
 - bilingual education under TEC Subchapter B of Chapter 29;
 - prekindergarten programs under TEC Subchapter E of Chapter 29;
 - extracurricular activities under TEC Section 33.081;
 - health and safety under TEC Chapter 38; and
 - public school accountability under TEC Subchapters B, C, D, and G of Chapter 39.
- (7) The governing body of the school is considered a governmental body for purposes of Chapters 551 and 552, Government Code, and will comply with those requirements of state statute.
- (8) The employees and volunteers of the open-enrollment charter school are held immune from liability to the same extent as school district employees and volunteers under applicable state laws.

FEB 24 1998

- (9) The open-enrollment charter school will ensure that any of its employees who qualify for membership in the Teacher Retirement System of Texas will be covered under the system to the same extent a qualified employee of a school district is covered. For each employee of the school covered under the system, the charter will be responsible for making any contribution that otherwise would be the legal responsibility of the school district, and will ensure that the state makes contributions for which it is legally responsible to such employees.
- (10) The open-enrollment charter school complies with all health and safety laws, rules, and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
- (11) The open-enrollment charter school agrees to assist in the completion of an annual evaluation of the charter that includes consideration of:
- students' scores on assessment instruments administered under TEC, Chapter 39, Subchapter B;
 - student attendance;
 - students' grades;
 - incidents involving student discipline;
 - socioeconomic data on students' families;
 - parents' satisfaction with their children's schools;
 - students' satisfaction with their schools;
 - the costs of instruction, administration, and transportation incurred by the open-enrollment charter; and
 - the effect of the open-enrollment charter on surrounding school districts and on teachers, students, and parents in those districts.
- (12) An assignment of the operation of the charter to another entity is a revision to the charter, and must be submitted to the State Board of Education for approval.
- (13) Charter schools will provide parents of prospective students with a one-page prospectus of the charter which includes, but is not limited to, information about staff qualifications and the instructional program.
- (14) The school will implement a policy to admit students eligible for a public education grant.

*Signature of Chief Operating Officer of the School,
testifying to the provisions of the charter
and the assurances above:*



Date: 24 February 1998

*Signature of the Chair of the State Board of
Education, Approving the Open-Enrollment
Charter in accordance with the provisions of
this document:*



Date: _____

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CONTINGENCIES FEB 24 1998

CHARTER SCHOOLS

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 - the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance as determined by the commissioner;
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FEB 24 1998

CONTINGENCIES

CHARTER SCHOOLS

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- (11) The open-enrollment charter school agrees to assist in the completion of an annual evaluation of the charter that includes consideration of:
 - students' scores on assessment instruments administered under TEC, Chapter 39, Subchapter B;
 - student attendance;
 - students' grades;
 - incidents involving student discipline;
 - socioeconomic data on students' families;
 - parents' satisfaction with their children's schools;
 - students' satisfaction with their schools;
 - the costs of instruction, administration, and transportation incurred by the open-enrollment charter; and
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Signature of Chief Operating Officer of the School, testifying to the provisions of the charter and the assurances above:

Signature of the Chair of the State Board of Education, Approving the Open-Enrollment Charter in accordance with the provisions of this document:



Date: 24 February 1998

Date: _____

CONTRACT FOR CHARTER

CONTRACT

This contract is executed the 15 day of June 1998 between the Texas State Board of Education (the "Board") and **Richard Milburn Alternative High School - Killeen** ("Charterholder") for an open-enrollment charter to operate a Texas public school.

General

1. **Definitions.** As used in this contract:
"Charter" means the open-enrollment charter, as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), granted by this contract.
"Charter school" means the open-enrollment charter school. Charterholder agrees to operate as provided in this contract. The charter school is a Texas public school.
"Agency" means the Texas Education Agency.
2. **The Charter.** This contract grants to Charterholder an open-enrollment charter under Subchapter D, Chapter 12, TEC. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application #701-97-028; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board and (e) all statements, assurances, commitments and representations made by Charterholder in its application for charter, attachments or related documents, to the extent consistent with (a) through (d).
3. **Authority Granted by Charter.** The charter authorizes Charterholder to operate a charter school subject to the terms of the charter. Action inconsistent with the terms of the charter shall constitute a material violation of the charter.
4. **Alienation of Charter.** The charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise. Charterholder may not delegate, assign, subcontract or otherwise alienate any of its rights or responsibilities under the charter. Any attempt to do so shall be null and void and of no force or effect; provided, however, that Charterholder may contract at fair market value for services necessary to carry out policies adopted by Charterholder or the governing body of the charter school.
5. **Term of Charter.** The charter shall be in effect from August 1, 1998 through July 31, 2003, unless renewed or terminated.
6. **Renewal of Charter.** On timely application by Charterholder in a manner prescribed by the Board, the charter may be renewed for an additional period determined by the Board. The charter may be renewed only by

00185

written amendment approved by vote of the Board and properly executed by its chair.

7. Revision by Agreement. The terms of the charter may be revised with the consent of Charterholder by written amendment approved by vote of the Board. The commissioner of education ("the commissioner") may revise the charter on a provisional basis during an interim between Board meetings; however, such action shall expire unless ratified by the Board at its next regular meeting. Nothing in this paragraph limits the authority of the Board or the commissioner to act in accordance with other provisions of this contract.

Students

8. Open Enrollment. Admission and enrollment of students shall be open to any person who resides within the geographic boundaries stated in the charter and who is eligible for admission based on lawful criteria identified in the charter. Total enrollment shall not exceed 200 students. The charter school's admission policy shall prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the student would otherwise attend. Students who reside outside the geographic boundaries stated in the charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries have been enrolled.
9. Public Education Grant Students. Charterholder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant under Subchapter G, Chapter 29, TEC.
10. Non-discrimination. The educational program of the charter school shall be nonsectarian, and shall not discriminate against any student or employee on the basis of race, creed, sex, national origin, religion, disability or need for special education services.
11. Children with Disabilities. The charter school is a "local educational agency" as defined by federal law. Charterholder must comply with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 ("Section 504"), 29 U.S.C. §794, and implementing regulations; Title II of the Americans with Disabilities Act, 42 U.S.C. §12131-12165, and implementing regulations; Chapter 29, TEC, and implementing rules; and the many court cases applying these laws. For example:
 - (a) Child Find. Charterholder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in the charter school or contacting the charter school regarding enrollment, and must develop and implement a practical

method to determine which children with disabilities are currently receiving needed special education and related services. For each eligible child, Charterholder must develop and offer an individualized education plan appropriate to the needs of that student.

- (b) Free Appropriate Public Education. Charterholder must provide a free appropriate public education to all children with disabilities otherwise eligible to enroll in the charter school. If the program, staff or facilities of the charter school are not capable of meeting the needs of a particular child, Charterholder must implement changes necessary to accommodate the child at the charter school. If reasonable accommodations would be insufficient to enable the child to benefit from the charter school's program, Charterholder must, at its own expense, place the child at an appropriate school.
- (c) Services to Expelled Students. Charterholder must continue to provide a free appropriate public education to a child with disabilities even after expelling or suspending the child for valid disciplinary reasons. This obligation to serve the child continues until the end of the school year.
- (d) Monitoring. The charter school's implementation of the laws governing education of children with disabilities will be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office of Civil Rights; the Texas Education Agency; and others. This monitoring activity includes responding to complaints, random on-site inspections and other investigations by the enforcing agencies, and will result in corrective actions imposed on Charterholder by these agencies for all discrepancies found.
- (e) Due Process Hearings. The charter school's implementation of the laws governing education of children with disabilities will, in addition, be subject to court supervision via litigation against Charterholder brought by individuals affected by the actions of the charter school. The cost of this litigation can be substantial.

Notice: These are only a few of the charter school's legal responsibilities in this area, included here for illustrative purposes only.

- 12. Student Performance and Accountability. Charterholder shall satisfy Subchapters B, C, D, and G of Chapter 39 of the TEC, and related agency rules, as well as the student performance accountability criteria stated in its application for charter. Charterholder shall annually provide in a manner and form defined by the commissioner a written evaluation of the charter school's compliance with the statements, assurances, commitments and representations made by Charterholder in its application for a charter, attachments, and related documents.
- 13. Criminal History. Charterholder shall take prompt and appropriate measures if Charterholder or the charter school, or any of their employees or agents, obtains information that an employee or volunteer

of the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee or volunteer at the school. Charterholder further represents that the Board and the agency shall be notified immediately of such information and the measures taken.

14. Reporting Child Abuse or Neglect. Charterholder shall adopt and disseminate to all charter school staff and volunteers a policy governing child abuse reports required by Chapter 261, Texas Family Code. The policy shall state that no employee, volunteer or agent of Charterholder or the charter school can be required to report child abuse or neglect to Charterholder or the charter school. Rather, such reports must be made directly by the person suspecting child abuse or neglect to an appropriate entity listed in Chapter 261, Texas Family Code.
15. Notice to District. Charterholder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.
16. School Year. Charterholder shall adopt a school year with fixed beginning and ending dates.

Financial Management

17. Fiscal Year. Charterholder shall adopt a fiscal year beginning September 1 and ending August 31.
18. Financial Accounting. Charterholder shall comply fully with generally accepted accounting principles ("GAAP") and the Financial Accountability System Resource Guide, Bulletin 679 or its successor ("Bulletin 679") published by the agency in the management and operation of the charter school.
19. Annual Audit. Charterholder shall at its own expense have the financial and programmatic operations of the charter school audited annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. Charterholder shall file a copy of the annual audit report, approved by Charterholder, with the agency not later than the 120th day after the end of the fiscal year for which the audit was made. The audit must comply with Generally Accepted Auditing Standards and must include an audit of the accuracy of the fiscal information provided by the charter school through PEIMS. Financial statements in the audit must comply with Government Auditing Standards and the Office of Management and Budget Circular 133.
20. Attendance Accounting. To the extent required by the commissioner, Charterholder shall comply with the "Student Attendance Accounting Handbook" published by the Agency; provided, however, that

Charterholder shall report attendance data to the agency at six-week intervals or as directed by the agency.

21. Foundation School Program. Funds distributed to the charter school under Section 12.106, TEC shall be calculated and distributed by the agency at six-week intervals. Distribution of funds to the charter school is contingent upon charterholder's compliance with the terms of the charter. Charterholder is ineligible to receive Foundation School Program funds prior to September 1, 1998. Within 30 days of receiving notice of overallocation and request for refund under Section 42.258, TEC, Charterholder shall transmit to the agency an amount equal to the requested refund. If Charterholder fails to make the requested refund, the agency may recover the overallocation by any means permitted by law, including but not limited to the process set forth in Section 42.258, TEC.
22. Tuition and Fees. Charterholder shall not charge tuition and shall not charge a fee except that it may charge a fee listed in Subsection 11.158(a), TEC.
23. Assets of Charter. Charterholder shall not apply, hold, credit, transfer or otherwise make use of funds, assets or resources of the charter school for any purpose other than operation of the charter school described in the charter.
24. Indebtedness of Charter. Charterholder shall not incur a debt, secure an obligation, extend credit, or otherwise make use of the credit or assets of the charter school for any purpose other than operation of the charter school described in the charter.
25. Interested Transactions. All financial transactions between the charter school and (a) Charterholder; (b) an officer, director, or employee of Charterholder or of the charter school; or (c) a person or entity having partial or complete control over Charterholder or the charter school shall be separately and clearly reflected in the accounting, auditing, budgeting, reporting, and record keeping systems of the charter school. Charterholder shall not transfer any asset of the charter or incur any debt except in return for goods or services provided for the benefit of the charter school at fair market value.
26. Non-Charter Activities. Charterholder shall keep separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems for the management and operation of the charter school. Any business activities of Charterholder not directly related to the management and operation of the charter school shall be kept in separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems from those reflecting activities under the charter. Any commingling of charter and non-charter business in these systems shall be a material violation of the charter.

Governance and Operations

27. Non-Profit Status. Charterholder shall take and refrain from all acts necessary to be and remain in good standing as an organization exempt from taxation under Section 501(c)(3), Internal Revenue Code. If Charterholder is incorporated, it shall in addition comply with all applicable laws governing its corporate status. Failure to comply with this paragraph is a material violation of the charter, and the Board may act on the violation even if the Internal Revenue Service, Secretary of State, or other body with jurisdiction has failed to act.
28. Records Retention and Management. Charterholder shall implement a records management system that conforms to the system required of school districts under the Local Government Records Act, Section 201.001 et seq., Local Government Code, and rules adopted thereunder; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of the charter.
29. PEIMS Reporting. Charterholder shall report timely and accurate information to the Public Education Information Management System (PEIMS), as required by the commissioner.
30. Conflict of Interest. Charterholder shall comply with any applicable prohibition, restriction or requirement relating to conflicts of interest. If an officer or board member of Charterholder or of the charter school has a substantial interest, within the meaning of Chapter 171, Local Government Code, in a transaction, such interest shall be disclosed in public session at a duly called meeting of the governing body prior to any action on the transaction.
31. Disclosure of Campaign Contributions. Charterholder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.
32. Indemnification. Charterholder shall hold the Board and agency harmless from and shall indemnify the Board and agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with wrongful acts of Charterholder, its agents, employees, and subcontractors.
33. Failure to Operate. Charterholder shall operate the charter school for the full school term as described in the charter application in each year of the charter contract. Charterholder may not suspend operation for longer than 21 days without a revision to its charter, adopted by the Board, stating that the charter school is dormant and setting forth the date on which operations shall resume and any applicable conditions.

Suspension of operations in violation of this paragraph shall constitute abandonment of this contract and of the charter.

34. Charter School Facility. Charterholder shall have and maintain throughout the term of the charter a lease agreement, title or other legal instrument granting to Charterholder the right to occupy and use one or more facilities suitable for use as the charter school facilities described by the charter. During any period of dormancy granted by the Board, this requirement may be waived by the Board.

Enforcement

35. Agency Investigations. The commissioner may in his sound discretion direct the agency to conduct investigations of the charter school to determine compliance with the terms of the charter or as authorized in Sections 39.074 and 39.075, Subchapter D, Chapter 39, TEC or other law. Charterholder, its employees and agents shall fully cooperate with such investigations. Failure to timely comply with reasonable requests for access to sites, personnel, documents or things is a material violation of the charter.
36. Commissioner Authority. The commissioner in his sole discretion may take any action authorized by Section 39.131, TEC or Chapter 29, TEC relating to the charter school. Such action is not "adverse action" as used in this contract. Charterholder, its employees and agents shall fully cooperate with such actions. Failure to timely comply with any action authorized by Section 39.131, TEC or Chapter 29, TEC is a material violation of the charter.
37. Adverse Action. The Board in its sole discretion may modify, place on probation, revoke or deny timely renewal of the charter for cause ("adverse action"). Each of the following shall be cause for adverse action on the charter: (a) any material violation of the terms of the charter listed in paragraph 2; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.

This Agreement

38. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.

1. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charterholder with: (a) the terms, required assurances and conditions of Request for Application #701-97-028; (b) applicable law; and (c) all commitments and representations made in Charterholder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).
2. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.
3. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.
4. Governing Law. In any suit arising under this contract, Texas law shall apply.
5. Authority. By executing this contract, Charterholder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charterholder shall immediately notify the Board of any legal change in its status which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the charter school or Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.


Entered into this 15 day of June, 1998.

Texas State Board of Education

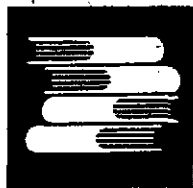

By Dr. Jack Christie
Chairman

Charterholder

Richard Milburn Alternative High
School - Killeen

By 

Robert H. Crosby, President
Typed Name



**RICHARD
MILBURN
ACADEMY**

CONTRACT

27 Congress St. • Salem, MA 01790 • (978) 741-7161

June 16, 1998

Brooks L. Flemister
Senior Director for Charter Schools
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1492

Dear Mr. Flemister:

Enclosed are two original copies of the Killeen Charter contract. Please sign both copies. One copy is for your records. Please return the second copy to the following address:

Richard Milburn Academy
27 Congress Street, Suite 204
Salem, MA 01970

If you have any questions, please call Donna Eldridge, our Regional Director, at 757-363-1707 or Dr. Norm Hall, our Texas representative, at 830-557-6181.

Thank you again for giving us an opportunity to be a successful alternative high school in Killeen, Texas.

Sincerely,

Robert H. Crosby
clr

Robert H. Crosby
President

clr

cc: Donna Eldridge
Norm Hall
Rick Reiber
Seth Moss

00193