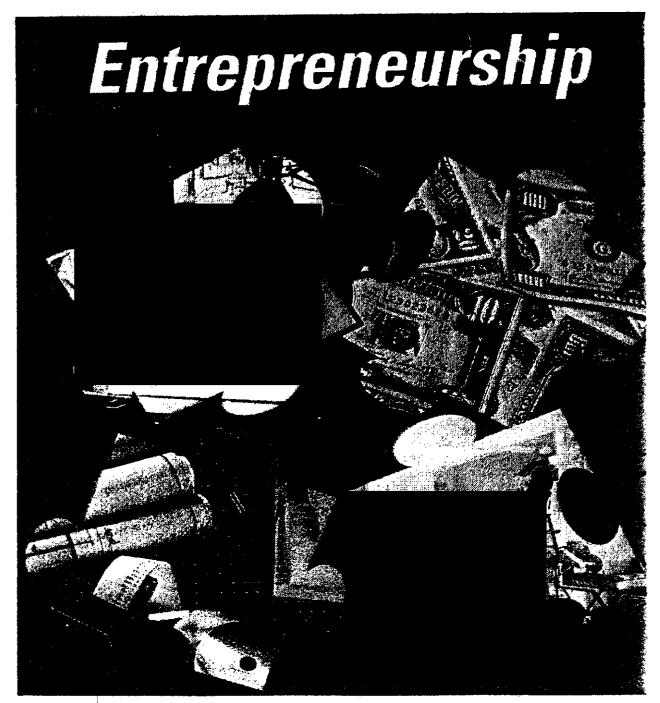
Academy of Dallas Charter School



Date of Receipt by TEA:		Date of Committee Re	view:
-		Date of SBOE Review	
Approved	Not Approved	Beginning Date of Ope	eration:
	• -	Approval of an nent Charter	
Instructions: The open form including, in the following after the answeridence of parental/confusion from profit status.	order of the items be wers to the questions i	low, these same comp below: (1) signed facilit	oonents. Attach the ties agreement, (2)
Submit two copies of to Education Agency, Do Texas 78701. For ass 9575.	ocument Control Cente	er, 1701 North Congres	ss Ave., Austin,
Chief Operating Officer of Proposed Charter.		.11en Title: School	Administrator
Name of Sponsoring E	ntity. <u>Academy- o</u>	f Detroit (North	
	gible entity" under the higher education (TE0 ganization [501(c)(3)]	C 61.003);	· · · · · ·
	endent institution of hig	gher education (TEC 6	1.003);
Sponsor Address: 20	755 Greenfield	City: South	field, MI
Zip: 48075 Phone	Number: (248)569	-7787 FAX: (248)	569-6674
Type of charter sought (check only one)	x an open-en TEC 12.	rollment charter under 1011(a)(1)	•
- ;	TEC 12. charter r	enrollment charter unde 1011 (a)(2) (75% rule) nust complete addition additional assurance f	(applicants for this nal question #10 and
Name of Proposed Cha	rter School: Academ	y of Dallas	

120/07/22/98-015

Date of proposed opening: September, 1999

Charter Site Address:		City:	·
Zip: Phone Numi	oer:	FAX:	
Correspondence Address:Ct	arter Schools A	dministration	Services
City: Southfield, MI		ZIP: 48075	
Grade Initial Es Levels: K-6 Enrollme	t. <u>250</u> E	laximum Inrollment:1,000	
The charter will primarily serve	an area that is geogra	phically: X urbar subul	
The proposed charter will be loc	ated in State Board D	istrict(numl	ber).
In succinct terms describe the p populations served, educational example, "The Seventh Avenue have dropped out of high school productive contributors to societ	focus and any other e Charter School is des and prepare them the	essential characterist signed to recover stud	ics. For dents who
The Academy of Dalla	s Charter School	<u>is designed t</u>	o teach
K-6 urban students (minority student	s in particula	r) the
: basic principles of	economic develor	ment through t	heir daily
educational process.			
Indicate the approximate percer as are applicable:	itage of each student	population in as ma	any categories
pre-kindergarten;	specia	al education;	_migrant;
50% economically disadvantage	d;limited	i English proficiency;	
gifted recov	ered dropouts;	at risk of dropping	ng out;
pregnant or parent students	other:		•

TABLE OF CONTENTS

		Pag
1.	Vision/Goals	1
2.	Governing Structure	3
	Board Compositions	
	Selection Process	
	Responsibilities	
	Roles of administrators, faculty, parents, students	
	and community members in the Leadership and	
	Decision Making Roles	
	Attachment A	7
	Job Descriptions	
3.	Educational Program Offered	19
	Texas Essential Knowledge and Skills	
	Curriculum Tied to Vision and Goals	
	Provisions for Special Populations	
	Different Student Learning Styles	
	Curriculum is Culturally Inclusive and Respectful	
	Innovative and Variety Encouraged	
	Attendance Goals/Strategies	
	Extra Curricular Activities	
	Disciplinary Procedures	
	Special Education Program	
	Attachment B	25
	Academic Curriculum	
	Entrepreneurial Skill Development	
	Limited English Speaking Student Program	
	Special Education Program	
4.	The Accountability Measures the School Will Use to	72
	Evaluate Student Performance	
	Specific Levels of Student Performance on	
	Assessment Instruments	
	Additional Accountability Provisions	
	Deadlines or Intervals Performance	

Districts To Be Affected	76
Geographical Areas Covered	77
Enrollment Criteria to be Used Open Enrollment Process Discipline Referrals	78
Qualifications to be met by Professional Employees Employment Criminal Check The Teaching Philosophy Staff Development Plan	82
Finances, Budgeting, Audits, PEIMS, Facilities, Food Service, Transportation Finance Budget Audit PEIMS Facilities Transportation	88
Policy for a Public Education Grant	90
Option to Lease Building Description Evidence of Parental And Community Support Budget Template Evidence of status as Eligible Entity Credentials of Sponsoring Entity and All Board Me Disclosure of Litigation and Criminal Histories Assurances Letters of Intent Student Application Academy of Dallas Brochure Employment Application CSAS Brochure CSAS Handbook	91 embers
	Geographical Areas Covered Enrollment Criteria to be Used Open Enrollment Process Discipline Referrals Qualifications to be met by Professional Employees Employment Criminal Check The Teaching Philosophy Staff Development Plan Finances, Budgeting, Audits, PEIMS, Facilities, Food Service, Transportation Finance Budget Audit PEIMS Facilities Transportation Policy for a Public Education Grant Annual Operating Budget Attachment C Option to Lease Building Description Evidence of Parental And Community Support Budget Template Evidence of status as Eligible Entity Credentials of Sponsoring Entity and All Board Me Disclosure of Litigation and Criminal Histories Assurances Letters of Intent Student Application Academy of Dallas Brochure Employment Application CSAS Brochure

The Academy's Charter

Vision/Goals:

1. Vision:

The vision of the Academy of Dallas hereafter referred to as the "Academy" is to provide "all students" with mastery of the essential skills needed for a quality education in the 21st Century. We believe that "all students" can and will achieve the level of academic performance necessary to ensure successful educational outcomes. The Academy is committed to preparing "all students" to be successful citizens, cooperative workers and profitable entrepreneurs as they develop their unique potential.

We promise that through the collaborative efforts of parents, administrators, teachers and stakeholders, a learning environment will be provided that has a culturally diverse curriculum of educational excellence for "all students".

Goals:

- ❖ All students are expected to achieve the essential skills necessary for educational excellence.
- ❖ Implement an academically rich, challenging and culturally diverse curriculum.

- ❖ Prepare each student for a continuum of progressive educational success.
- * Provide all students with an education that is rooted in democratic values.
- ❖ Implement a curriculum of experiential opportunities that enhance the understanding of economics and the free enterprise system.
- ❖ Provide entrepreneurial and business experiences that enhance career planning using business principles.
- ❖ Implement effective monitoring and assessment of teaching and learning.
- ❖ Provide an analysis of assessment data to adjust teaching and learning strategies.
- ❖ Implement intervention strategies based on student needs.
- ❖ Implement a monitoring and evaluation process for all staff.
- ❖ Implement a progress feedback and evaluation system for students.
- ❖ Implement an incentive and attendance policy for staff and students.
- ❖ Develop a school environment that accommodates the needs of all constituents.
- Create a customer friendly school climate.
- ❖ Provide professional development for staff, parents and other stakeholders.
- * Engage all stakeholders in the decision making process to collaboratively achieve the vision and goals of the academy.
- ❖ Implement a curriculum that provides educational excellence for all students.

Pursuant to Texas Education Agency, the Academy also embraces the following goals:

❖ Improve achievement for all students including, but not limited to, educationally disadvantaged students, by enhancing the learning environment.

- **Stimulate innovative teaching methods.**
- ❖ Create professional opportunities in a new type of public school in which the school structure and educational program can be designed and managed by teachers at the school site level.
- ❖ Achieve accountability for student educational outcomes by placing full responsibility for performance at the school site.
- * Provide parents and students with greater choice among public schools, both within and outside their existing school districts.

2. Governance Structure

The Academy is a d.b.a. (doing business as) Academy of Detroit a 501(c) 3 Educational Corporation.

Board Composition

The line of authority begins with the three Board of Directors and an appointed Advisory Board of five to nine members. The Board shall consist of no less than three (3) members. The initial three Board Members are the present directors of The Academy of Detroit 501(c) 3 Educational Corporation. By the end of the second year the Board will be expanded to five members. Representatives from education, parents and from community atlarge will be included and will be selected from and by the Advisory Board. The officers will include a President, Vice-President, Secretary, in addition to other Trustees.

Selection Process

The initial three Board Members are the present directors of The Academy of Detroit 501(c) 3 Educational Corporation. Additional

Board Members will be selected from the five to nine member Advisory Board, by its members.

Advisory Board Members will be reflective of the school ethnic composition where possible. The representatives will include but not be limited to, parents (minimum of one), educators (minimum of one), individuals from the community, business and industry. The initial terms of members of the Advisory Board shall be three, two and one years in length in order to maintain experienced members and continuity. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the duration of the term of the vacating member in the same manner as the original appointment.

Responsibilities

The **Board of Directors** will have the power and duties permitted by law to manage the business property and affairs of the Academy.

The Advisory Board will function as the liaison to the Board of Directors. They will be responsible for reviewing the instructional program and making recommendations regarding the general operation of the Academy.

The Principal as the administrative and instructional leader in collaboration with the administrative team is charged with developing staff policies, guidelines and rules to be recommended to the Board of Directors for approval. The Principal in collaboration with the support staff, Admissions/Records Director will be responsible for the day to day operation of the Academy.

The Staff is charged with administering the instructional program and all of its components. They will comply with all requirements, applicable laws, policies, guidelines, rules, procedures, terms and conditions of employment set forth by the Academy. Specifically teachers will be responsible for planning, teaching and learning activities consistent with the Academy's vision, goals and curriculum which are aligned with the Texas Essential Knowledge and Skills and matched with the individual needs of students..

Roles of administrators, faculty, parents, students and community members in the Leadership and Decision Making Roles:

Each school will have a School Improvement Team representative of administrators, teachers, parents, community stakeholders and students. It will function as a collaborative working partnership between parents, school staff and community to improve and increase academic performance. This team will:

- ❖ Participate in the development and implementation of school improvement processes.
- * Establish methods to measure and monitor student performance and achievement of educational goals.
- ❖ Develop methods to enhance and improve parental involvement.
- ❖ Plan high quality professional development for all staff and parents.
- ❖ Develop and recommend instructional strategies needed to accomplish the vision, goals and curriculum of the Academy for all students inclusive of those with special needs.
- ❖ Plan and develop mentoring programs to include all stakeholders.

A job description for Principal, Admissions/Records Director, Teacher, Library/Computer Coordinator, Teacher Aide Paraprofessionals, Counselor, School Secretary and Maintenance/Custodial follows.

Attachment A

Job Descriptions

Job Description

Principal

Reports to: Board of Directors and Contract Management Company

General Functions:

As a line member of school administration, the School Principal is charged with conducting the affairs of the school building, both instructional and non-instructional. The principal shall be responsible for all organization, administration, supervision, employee contract implementation, community relations, personnel, students and instruction within the building.

Performance Tasks:

- 1. Direct and coordinate educational, administrative, and counseling activities within the building;
- 2. Ensure the educational programs conform to standards;
- 3. Develop and coordinate meetings with staff;
- 4. Assist in establishing and maintaining relationships with colleges, community organizations, and other schools in and near the district to coordinate educational services:
- 5. Order and allocate supplies, equipment, and instructional material as needed;
- 6. Direct the preparation of class schedules, cumulative records, and attendance reports;
- 7. Serve on the interviewing committee for teaching and staff positions;
- 8. Assist in planning and monitoring the school budget;
- 9. Any other duties as may be assigned;
- 10. Creating a positive school climate that is conducive to teaching and learning;

- 11. Developing, implementing and evaluating the school plan of action;
- 12. Maintaining a clean, safe, healthy learning environment;
- 13. Evaluating instructional and non-instruction staff;
- 14. Providing assistance to teachers in planning, classroom management, student evaluation and the delivery of the instructional process;
- 15. Securing sustained parent and community involvement in all Academy activities;
- 16. Participating in management training programs as well as other specified in service training activities designated by the principal;
- 17. Make provisions for being available to students and parents for education-related purposes;
- 18. Attends and participates in faculty meetings and collaborative planning meetings;
- 19. Assist in the selection of school equipment, books and other instructional materials;
- 20. Establishes and maintains cooperative relations with others;
- 21. Provides for his/her own professional growth through an ongoing program of reading, workshops seminars, conferences, and/or advanced course work at institutions of higher learning.

Qualifications:

Fully vested in our mission and purpose.

Additional desirous qualifications:

Master's Degree in Human Services or Business Administration, or Educational Administration; Bachelor's Degree in Human Services, or Business Administration or Education. Experience in Management/Administration.

Position Description

Admissions/Records Director

Reports to: The Principal and designated administrator

General Function:

Directs and coordinates the admissions program for the school. Directs and coordinates the keeping of school records.

Performance Tasks:

- 1. Direct the enrollment process;
- 2. Direct preparation of printed materials explaining the school's admission policy and requirements;
- 3. Direct the record keeping process and secure the school records;
- 4. Coordinate and participate in student recruitment programs;
- 5. Serve on the interviewing committee for school employees, as needed;
- 6. Any other duties as may be assigned.

Qualifications:

Fully vested in our mission and purpose.

Other desirous qualifications:

Degree and/or experience in education, or financial aid or business management with good communication skills.

Job Description

Teacher

Reports To: Principal and designated administrator

General Functions:

To lead children toward the fulfillment of their potential for intellectual, aesthetic, physical, emotional, and psychological growth and maturation. To lead themselves toward continual professional and personal growth.

Supervises students, paraprofessionals, volunteers and student teachers. To facilitate the development of students intellectually, aesthetically, physically, emotionally and psychologically in growth and maturation. To facilitate their development toward continual professional and personal growth.

Performance Tasks:

- 1. Meets and instructs assigned classes facilitating effective learning within the limits of the resources provided by The Tampa United Methodist Center Academy at the designated times and locations;
- 2. Prepares for assigned classes, and shows preparation upon request by school Principal;
- 3. Encourages students to set and maintain high standards of responsibility for their learning and behavior;
- 4. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations, needs and capabilities of students;
- 5. Strives to implement by instruction and action the school's philosophy, instructional goals and objectives of education;
- 6. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities;
- 7. Evaluates student progress on a regular basis, and when necessary, refers students who need assistance:
- 8. Maintains accurate, complete, and correct records as required by law, school policy and administrative regulation;
- 9. Assist in upholding and enforcing school rules, administrative regulations, and school policy;

- 10. Makes provisions for being available to attend School Improvement meetings and required school functions;
- 11. Makes provisions for being available to students and parents for education-related purposes;
- 12. Attends and participates in faculty meetings and collaborative planning meetings;
- 13. Assist in the selection of school equipment, books and other instructional materials;
- 14. Accepts a share of responsibility for extra-curricular activities;
- 15. Establishes and maintains cooperative relations with others;
- 16. Provides for his/her own professional growth through an ongoing program of reading, workshops seminars, conferences, and/or advanced course work at institutions of higher learning.

Qualifications:

Fully vested in our mission and purpose;

B. S. or B. A. Degree from an accredited college or university or Valid Teachers Certificate for subject(s) to be taught or written commitment from a University that a Teaching Certificate is forthcoming, or waiver by

Job Description

Library/Computer Room Coordinator

Report to: Principal and designated Administrator

General Functions:

To provide leadership in the ongoing development and improvement of computer related instruction; to oversee the effective operation of a school library, meeting the needs of students, staff and curriculum.

Performance Tasks:

- 1. Provide an effective library orientation program for new students and staff;
- 2. Establish policies and procedures for maximum utilization of materials, resources and staff;
- 3. Supervise, schedule and train staff; administer library volunteer program;
- 4. Maintain a thorough familiarity with library books, periodicals, and materials in order to assist students and staff in locating them;
- 5. Regularly examine library contents for damage and arrange for their repair;
- 6. Create an atmosphere conducive to the most effective use of the library and enforce rules to maintain that atmosphere;
- 7. Coordinate all formal efforts of the professional staff in projects of computer instruction:
- 8. Maintain a computer library for student and staff use;
- 9. Supervise student use of computers when designated.

Qualifications:

Fully vested in our mission and purpose

Additional desirous qualifications:

Bachelor of Science Degree and or extensive computer experience and training.

Position Description

Teacher Aide/Paraprofessionals

Reports to: Principal and designated administrator

General function:

To assist classroom teacher.

Performance Tasks:

- 1. Supervise small groups of students as teacher directs, in research projects, skill development, testing, etc;
- 2. Assist individual children, with make-up work following an absence;
- 3. Compile resource materials, as directed to be used by students;
- 4. Assist in the reinforcement of classroom instruction by overseeing the exercises which apply to that instruction;
- 5. Assist with the mechanics of large group operation by performing such functions as calling roll, collecting assignments;
- 6. Operate audio-visual equipment as requested by teacher;
- 7. Notify teacher of any unusual situations or potential problems encountered in the course of performing assigned duties;
- 8. Maintain confidentiality when dealing with parents of students, refer all inquiries about student progress, behavior, etc. to the teacher;
- 9. Keep a professional attitude when working with students; maintain objectivity by distributing time as equally as possible among individuals within a group.

Qualifications:

Fully vested in our mission and purpose.

A High School diploma; prefers additional education and experience.

Position Description

Counselor

Reports to: The Principal or designated administrator.

General Functions:

Counsel individuals and provide group educational and vocational guidance services.

Performance Tasks:

- 1. Provide an opportunity for students to receive specialized personal, social, and educational counseling:
- 2. Cooperate with instructional staff by providing information and interpretation of the standardized testing program;
- 3. Assume responsibility for seeing that cumulative records for all students are up to date;
- 4. Develop a positive program for coordinating the guidance services between the counselor, staff, and students;
- 5. Assist in the orientation of all new students both individually and collectively;
- 6. Assist the administration with pertinent non-confidential formation in dealing with specific disciplinary problems;
- 7. See that all academic work is supplied any student who is assigned to another campus and that all work is returned to teachers;
- 8. Coordinate the Peer Mediation Program;
- 9. Coordinate all standardized testing for campus;
- 10. Coordinate all grade reporting procedures;
- 11. Coordinate reporting of all child abuse cases when reported, informing principal when necessary;
- 12. Maintain the Master Schedule necessary for grade reporting;
- 13. Assist in the planning and scheduling of students under the direction of the principal;
- 14. Assist the administrative staff in the orientation of new teachers;
- 15. Coordinate the At-Risk Program for students;
- 16. Maintain records for MW, ESL, and At-Risk students;
- 17. Be responsible for planning and supervision of the new student registration process;

- 18. Be responsible for planning and supervision of pre-registration process;
- 19. Construct the Course Description booklet;
- 20. Maintain logs, reports, etc.;
- 21. Attend professional meetings;
- 22. Assume other specific responsibilities as assigned by the principal.

Qualifications:

Fully vested in our mission and purpose and Counseling Certification and/or Teaching Certification, as required.

Position Description

School Secretary

Reports to: The Principal or Principal/Teacher and/or Support Staff Full Time Supervisor.

General Functions:

To assure the smooth and efficient operation of the school office so that the office's maximum positive impact on the education of children can be realized.

Performance Tasks:

- 1. Performs the usual office routines and practices, and is responsible for the general overall neatness of the office area;
- 2. Maintains such student records as shall be required, and processes all changes and adjustments;
- 3. Receives and routes all incoming calls;
- 4. Maintains a daily teacher attendance log and substitute time sheet;
- 5. Assist teachers in preparing instructional materials as requested;
- 6. Orders all supplies and materials for the building and maintains inventory;
- 7. Welcomes visitors and arranges for their comfort;
- 8. Posses general knowledge of first aid;
- 9. All other assignments by School Principal.

Qualifications:

Fully vested in our mission and purpose and ability to use a typewriter and a computer.

Other desirous qualifications:

Degree and/or experience in secretarial/ clerical position.

Position Description

Maintenance/Custodial

Reports to: Principal

General functions:

Perform any combination of duties to maintain, repair, and keep clean the building and grounds.

Performance Tasks:

- 1. Inspect building (rooms, halls, rest rooms, outside entrances to building) upon arrival each morning;
 - a. Note all incomplete duties and responsibilities of assistant custodial staff.
 - b. Prepare building for arrival of other staff members and students.
- 2. Respond to the school bell when signaled by office staff;
- 3. Dust mop the halls after students enter the building/classrooms during the morning, afternoon and after lunch. Halls should be swept at 8:40 a.m. and 12:20 p.m. (However High School halls should be swept after each class change);
- Pick up paper and debris surrounding grounds;
- 5. Pick up leaves at entrances, under shrubs and other areas where necessary;
- 6. Spot mop halls/office area after students enter building/classrooms etc.;

Spot mopping is urgent during inclement weather!!!

- 7. Work the lunch program (sweep, mop, take out all garbage, arrange tables);
- 8. Clean the following rooms/halls as outlined:
 - a. Sweep
 - b. Dust
 - c. Spot Mop
 - d. Empty Trash

Qualifications:

Fully vested in our mission and purpose and experience in maintenance/custodial position.

3. Educational Program to be offered including the required curriculum under TEC 28.002 and student attendance.

A. TEKS and Skills Covered In Curriculum

The Academy's curriculum will include the mandated Foundation Curriculum and the Enrichment Curriculum of the Texas Essential Knowledge and Skills. It will also include objectives and methodologies unique to the vision, goals and target population of the Academy.

The Academy will incorporate this curriculum in kindergarten through grade six. Grade levels will expand through grade twelve and Adult Education within the next five years.

The curriculum will include the following skill areas:

Mathematics

Language Arts/English/Reading

Science

Social Studies

Computer Technology

Affective Education

Art Education

Health/Physical Education

The Academy will offer Foreign languages, Music, Sports, and Field trips as well as other extra curricular activities to expand and enrich student learning.

B. Curriculum Tied To Vision and Goals

The Curriculum will be delivered using a business and technology thematic approach. Each subject will integrate entrepreneurial and business principles and the possible career, business and job opportunities available in the field. This thematic approach will be integrated into the foundation and enrichment skills as student work to accomplish the academic performance necessary to achieve successful educational outcomes and the essential skills needed for a quality education in the 21st Century.

The Academy will be opened to the general public for admission of students in kindergarten through grade six, who have expressed interest in and commitment to the school's curriculum and methods of teaching. Students must be residents of the State of Texas.

C. Provisions for Special Populations

The Academy will work with the Educational Service Center (ESC) to provide special population students with targeted assistance and its components will include the following:

- ❖ Programs to meet the State' performance standards.
- * Effective means to improve achievement.
- * Effective instructional strategies.(extended learning time, accelerated high quality program and minimal removal from regular classroom.
- Instruction by high quality staff.
- Opportunities for professional development.
- Strategies to increase parental involvement.

The Academy based on the guidance received from the ESC for special program students will use a deliberate grouping of students that include more than the traditional grade level in a single classroom. This is commonly called multi-age grouping.

D. Different Student Learning Styles

The Academy's delivery of instructions methods will incorporate methods to accommodate the learning styles of all students. The staff will be trained in an instructional methodology that meets the needs of all students. Instruction will be student centered, focusing on cooperative learning, critical thinking skills, using technology, appealing to the multiple intelligence's and using the community as a learning environment. The method of delivery will use the "Active Learning" approach of learning while doing.

E. Curriculum is Culturally Inclusive and Respectful

The Academy's instructional materials and instructional methods will be culturally accurate and inclusive of the population served. Extracurricular activities will include culturally enriched activities for all students.

No student will be discriminated against on the basis of intellect, athletic ability, measures of achievement or aptitude, status as a handicapped person or all other special program, race, sex, color, national origin and or other categories that would violate Texas law. Our goal is cultural diversity and compliance with all Texas Education Codes and Laws.

F. Innovative and Variety in Instructional Practices Encouraged

The Academy will be set up using a "Family/House" concept. Placement will be determined by a Student Assessment Team. This team will consider the student population, age of students, number of students, past history, reason for placement, student strengths and weaknesses, student interest and recommendation of the team. Student will remain with the team no less than two years.

This process will create a learning community of students with various ethnicity's, abilities, genders, interests and age levels.

Each "House" will be led by a team of teachers which will allow teams more personalized relationship with their students. Therefore developing and delivering more individualized instruction. The goal is to create a "Family Atmosphere" where the adult guides, nurtures, leads and teaches. Some benefits include: team teaching which allow common planning, improved staff relationships, improved sense of community and family, improved parent relationships, long term planning for student achievement and development and implementation of programs to benefits smaller groups.

G. Attendance Goals/Strategies

The Academy and the State of Texas Board of Education requires all students to attend school 180 days per school year. Students will be allowed three (3) days unexcused absence. Students may receive and excused absence when parents or a medical professional notifies the school verbally or in writing of such absence. The decision to excuse an absence will rest with the principal. When a student has attained more than three (3) unexcused absences, the child shall be excluded from school until a parent conference is scheduled.

The Academy's attendance goal for students is 96%. To accomplish this task, strategies will include certificates for improved and perfect attendance. Other incentive strategies will be developed by the School Improvement Team and recommended to the Advisory Committee.

H. Extra Curricular Activities are Available for Students

The Academy will offer Foreign Languages, Music, Sports and Field Trips as well as other extra curricular activities to expand and enrich student learning. Activities will use computer technology where applicable and open to all students.

I. Disciplinary Procedures are Clear and Appropriate.

The Academy's Disciplinary Procedure will follow all of the requirements of the Texas Education Code. In addition the procedure will include a Handbook of procedures which has been established by the Academy and will be distributed to every parent and student enrolled.

J. Special Education Program includes FAPE, ARD, IEP, due process, services for expelled student.

The Special Education Program will be established with the assistance of the Education Service Center (ESC) and in compliance with all guidelines. All students will have asset to Free Appropriate Public Education (FAPE), Admission, Review and Dismissal Committee (ARD) rules will be followed and appropriate Individualized Education Plans will be developed.

Due process will be afforded to all students and services for expelled students will be rendered in compliance with the rules and regulations of the Texas Education Code.

A comprehensive description of the Academy's curriculum and program which includes: the Texas Essential Knowledge and Skills (TEKS); Entrepreneurial Skill Development and Training; Limited English Speaking Student Programs and Special Education program in Attachment B.

Attachment B

Curriculum

Enclosures:

Educational Program and Goals
Essential Skills
Entrepreneurial Skill Development Curriculum
Limited English Speaking Student Programs
Special Education Program

Curriculum

The curriculum outlined in this section has been developed to assist the Academy in its efforts to facilitate the highest level of student achievement for all students. The curriculum facilitates high achievement by providing a stimulating learning environment, innovative teaching methods and creating new teaching and learning opportunities for teachers and students. The curriculum strives to create a school structure and educational program which is innovative in design and managed at the school site level.

The curriculum includes (at a minimum) the following subjects: language arts, mathematics, science, social studies and computers. Curricular objectives for each subject area are stated in outcomes language and are provided for each level of instruction included in the school plan. The curriculum fulfills The State Board of Education and the Texas Education Agency requirements and is consistent with the school's educational goals.

Included in part two of this section are subjects, grade levels and student objectives in the form of a progression chart.

ACADEMIC CURRICULUM

The curriculum will provide teachers with information needed to develop teaching plans that will actively engage students in the learning process. In most cases, these documents indicated the alignment of the listed goals with the Texas Essential Knowledge and Skills (TEKS) to clarify what Texas students are expected to know and be able to do.

A. Example of Detailed Curriculum

GRADE ONE

Language Arts

- Goal 1: The student listens attentively and purposefully.
- Goal 2: The student listens critically to analyze and evaluate the speaker's messages.
- Goal 3: The student listens to develop an awareness and appreciation of language.
- Goal 4: The student uses listening to increase knowledge of self, one's culture, the culture of others and the shared culture.
- Goal 5: The student uses listening as a part of the process of language acquisition in the native language and in English.
- Goal 6: The student speaks appropriately for different audiences and occasions.
- Goal 7: The student communicates clearly when speaking.
- Goal 8: The student participates in the language activities of the classroom.
- Goal 9: The students whose first language is other than English speaks with an increasing command of both the native language and English.
- Goal 10: The student develops the foundations of writing.
- Goal 11: The student writes for a variety of audiences and purposes.
- Goal 12: The student composes readable texts using the mechanics of written language.
- Goal 13: The student composes meaningful texts applying knowledge of grammar and usage.
- Goal 14: The student selects and uses writing processes for self-initiated and assigned writing.
- Goal 15: The student evaluates own writing and the writing of others.
- Goal 16: The student uses writing as a tool for learning and research.
- Goal 17: The student whose first language is other than English writes in English for expressive or academic purposes in direct proportion to the command of speaking English.

Mathematics

- Goal 1: The student uses whole numbers to describe and compare quantities.
- Goal 2: The student recognizes and solves problems in addition and subtraction situations.
- Goal 3: The student uses patterns to make predictions.
- Goal 4: The student uses attributes to identify, compare, and contrast shapes and solids.
- Goal 5: The student uses nonstandard units to describe length, weight, and capacity.
- Goal 6: The student understands that time and temperature can be measured.
- Goal 7: The student displays data in an organized form
- Goal 8: The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- Goal 9: The student communicates about Grade 1 mathematics using informal language.
- Goal 10: The student uses logical reasoning to make sense of his or her world.
- Goal 11: The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of object.
- Goal 12: The student uses patterns to make predictions.
- Goal 13: The student understands that time and temperature can be measured.
- Goal 14: The student uses information from organized data.
- Goal 15: The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- Goal 16: The student communicates about Grade 1 mathematics using informal language.
- Goal 17: The student uses logical reasoning to make sense of his or her world.

Science

- Goal 1: The student conducts classroom and field investigations and fieldwork following home and school safety procedures.
- Goal 2: The student develops abilities necessary to do scientific inquiry in the field and the classroom.
- Goal 3: The student knows that systems have parts and are composed of organisms and objects.
- Goal 4: The student develops abilities necessary to do scientific inquiry in the field and the classroom.

- Goal 5: The student uses age-appropriate tools and models to verify that organisms and objects and parts of objects can be observed, described, and measured.
- Goal 6: The student knows that organisms, objects and events have properties and patterns.
- Goal 7: The student knows that systems have parts and are composed of organisms and objects.
- Goal 8: The student knows that information and critical thinking are used in making decisions.
- Goal 9: The student develops abilities necessary to do scientific inquiry in the field and the classroom.
- Goal 10: The student develops abilities necessary to do scientific inquiry in the field and the classroom
- Goal 11: The student knows that information and critical thinking are used in making decisions.
- Goal 12: The student knows that systems have parts and are composed of organisms and objects.
- Goal 13: The student knows that organisms, objects and events have properties and patterns.
- Goal 14: The student knows that many types of change occur.
- Goal 15: The student develops abilities to do scientific inquiry in the field and the classroom
- Goal 16: The student knows that living organisms have basic needs.
- Goal 17: The student knows that the natural world includes rocks, soil and waste.

Social Studies

- Goal 1: The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.
- Goal 2: The student understands important customs, symbols, and celebrations that represent American beliefs and principals and contribute to our national identity.
- Goal 3: The student understands the condition of not being able to have all the goods and services one wants.
- Goal 4: The student understands the concepts of goods and services.
- Goal 5: The student understands the value of work.
- Goal 6: The student understands the relative location of places.
- Goal 7: The student understands the purpose of maps and globes.
- Goal 8: The student understands various physical and human characteristics of the environment.
- Goal 9: The student understands the purpose of rules and laws.
- Goal 10: The student understands the role of authority figures and public officials.

- Goal 11: The student understands the concepts of time and chronology.
- Goal 12: The student understands how historical figures helped to shape our community, state, and nation.
- Goal 13: The student understands the origins of customs, holidays, and celebrations.
- Goal 14: The student understands the similarities and differences that exist among families.
- Goal 15: The student understands the importance of family beliefs, customs, language, and traditions.
- Goal 16: The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- Goal 17: The student communicates in written, oral, and visual forms.
- Goal 18: The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
- Goal 19: The student understands how technology has affected daily life, past and present.

GRADE TWO

Language Arts

- Goal 1: The student listens attentively, actively, and purposefully.
- Goal 2: The student listens critically to analyze and evaluate the speaker's message
- Goal 3: The student listens to develop an awareness and appreciation of language.
- Goal 4: The student uses listening to increase knowledge of self, one's culture, and the culture of others and the shared culture.
- Goal 5: The student uses listening as a part of the process of language acquisition in the native language and in English.
- Goal 6: The student speaks appropriately for different audiences, purposes, and occasions.
- Goal 7: The student communicates clearly when speaking.
- Goal 8: The student participates in the language activities of the classroom.
- Goal 9: The student whose first language is other than English speaks with an increasing command of both the native language and English.
- Goal 10: The student writes for a variety of audiences and purposes.
- Goal 11: The student composes readable texts using the mechanics of written language.
- Goal 12: The student composes meaningful texts applying knowledge of grammar and usage.
- Goal 13: The student selects and uses writing processes for self-initiated and assigned writing.
- Goal 14: The student evaluates own writing and the writing of others.
- Goal 15: The student uses writing as a tool for learning and research.
- Goal 16: The student whose first language is other than English writes in English for expressive or academic purposes in direct proportion to the command of spoken English.

Mathematics

- Goal 1: The student understands how the place value is used to represent whole numbers.
- Goal 2: The student adds and subtracts whole numbers to solve problems.
- Goal 3: The student uses patterns in numbers and operations.

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- Goal 4: The student uses patterns to describe relationships and make predictions.
- Goal 5: The student uses attributes to identify, compare, and contrast shapes and solids.

- Goal 6: The student recognizes that numbers can be represented by points on a line.
- Goal 7: The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time.
- Goal 8: The student uses standard tools to measure time and temperature.
- Goal 9: The student organizes data to make it useful for interpreting information.
- Goal 10: The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- Goal 11: The student communicates about Grade 2 mathematics using formal language.
- Goal 12: The student uses logical reasoning to make sense of his/her world.
- Goal 13: The student understands how place value is used to represent whole numbers.
- Goal 14: The student uses fraction words to name parts of whole objects or sets of objects.
- Goal 15: The student adds and subtracts whole numbers to solve problems.
- Goal 16: The student models multiplication and division.
- Goal 17: The student uses patterns in numbers and operations.
- Goal 18: The student uses patterns to describe relationships and make predictions.

Science

- Goal 1: The student conducts classroom and field investigations following home and school safety procedures.
- Goal 2: The student uses age appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.
- Goal 3: The student develops abilities necessary to do scientific inquiry in the field and the classroom.
- Goal 4: The student knows that organisms, objects, and events have properties and patterns.
- Goal 5: The student knows that information and critical thinking are used in making decisions.
- Goal 6: The student knows that living organism have basic needs.
- Goal 7: The student distinguishes between living organisms and nonliving objects.
- Goal 8: The student knows that many types of change occur.

Goal 9: The student knows that systems have parts and are composed of organisms and objects.

Goal 10: The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere.

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Social Studies

- Goal 1: The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.
- Goal 2: The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identify.
- Goal 3: The student understands the importance of work.
- Goal 4: The student understands the role of producers and consumers in the production of goods and services.
- Goal 5: The student uses simple geographic tools such as maps, globes, and photographs.
- Goal 6: The student understands the locations and characteristics of places and regions.
- Goal 7: The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.
- Goal 8: The student understands how humans use and modify the physical environment.
- Goal 9: The student understands the purpose of governments.
- Goal 10: The student understands the role of public officials.
- Goal 11: The student understands how various sources provide information about the past.
- Goal 12: The student understands the historical significance of landmarks and celebrations in the community, state, and nation.
- Goal 13: The student understands the concepts of time and chronology.
- Goal 14: The student understands how historical figures and ordinary people helped to shape our community and nation.
- Goal 15: The student understands the significance of art in the local community.
- Goal 16: The student understands how science and technology have affected life, past and present.
- Goal 17: The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- Goal 18: The student communicates in written, oral, and visual forms.
- Goal 19: The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

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33

GRADE THREE

Language Arts

- Goal 1: The student listens attentively, actively, and purposefully.
- Goal 2: The student listens critically to analyze and evaluate the speaker's message.
- Goal 3: The student listens to develop an awareness and appreciation of language.
- Goal 4: The student uses listening to increase knowledge of self, one's culture, the culture of others, and the shared culture.
- Goal 5: The student uses listening as a part of the process of language acquisition in the native language and in English.
- Goal 6: The student speaks appropriately for different audiences, purposes, and occasions.
- Goal 7: The student communicates clearly when speaking.
- Goal 8: The student participates in the language activities of the classroom.
- Goal 9: The student whose first language is other than English speaks with an increasing command of both the native language and English.
- Goal 10: The student develops the foundations of writing.
- Goal 11: The student writes for a variety of audiences and purposes.
- Goal 12: The student composes readable texts using the mechanics of written language.
- Goal 13: The student composes meaningful texts applying knowledge of grammar and usage.
- Goal 14: The student selects and uses writing processes for self-initiated and assigned writing.
- Goal 15: The student evaluates own writing and the writing of others.
- Goal 16: The student uses writing as a tool for learning and research.
- Goal 17: The student whose first language is other than English, writes in English for expressive or academic purposes in direct proportion to the command of spoken English.

Mathematics

- Goal 1: The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.
- Goal 2: The student adds and subtracts to solve meaningful problems involving whole numbers.
- Goal 3: The student recognizes and solves problems in multiplication and division situations.
- Goal 4: The student estimates to determine reasonable results.

- Goal 5: The student uses patterns to solve patterns.
- Goal 6: The student uses lists, tables, and charts to express patterns and relationships.
- Goal 7: The student recognizes that numbers can be represented by points on a line.
- Goal 8: The student selects and uses appropriate units and procedures to measure length and area.
- Goal 9: The student measures time and temperature.
- Goal 10: The student applies measurement concepts.
- Goal 11: The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- Goal 12: The student communicates about Grade 3 mathematics using informal language.
- Goal 13: The student uses logical reasoning to make sense of his/her world.
- Goal 14: The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects.
- Goal 15: The student estimates to determine reasonable results.
- Goal 16: The student uses formal geometric vocabulary.
- Goal 17: The students recognizes congruence and symmetry.
- Goal 18: The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

Science

- Goal 1: The student uses scientific inquiry methods during field and laboratory investigations.
- Goal 2: The student knows that information, critical thinking, and scientific problem solving are used in making decisions.
- Goal 3: The student knows how to use a variety of tools and methods to conduct science inquiry.
- Goal 4: The student knows that systems exist in the world.
- Goal 5: The student knows that matter has physical properties.
- Goal 6: The student knows that forces cause change.
- Goal 7: The student conducts field and laboratory investigations following home and school safety procedures environmentally appropriate, and ethical practices.
- Goal 8: The students knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live.

- Goal 9: The student knows that many likenesses between offspring and parents are inherited from the parents.
- Goal 10: The student knows that species have different adaptations that help them survive and reproduce in their environment.

Social Studies

- Goal 1: The student understands that characteristics of good citizenship are exemplified by historic figures and ordinary people.
- Goal 2: The student understands the impact of individual and group decisions on communities in a democratic society.
- Goal 3: The student understands ethnic and/or cultural celebrations of the United States and other nations.
- Goal 4: The student understands the purpose of spending and saving money.
- Goal 5: The student understands the concept of an economic system.
- Goal 6: The student understands how the business operates in U.S. free enterprise system.
- Goal 7: The student understands the concepts of location, distance, and direction on maps and globes.
- Goal 8: The student understands how humans adapt to variations in the physical environment.
- Goal 9: The student understands the basic structure and functions of local government.
- Goal 10: The student understands the concepts of time and chronology.
- Goal 11: The student understands common characteristics of communities, past and present.
- Goal 12: The student understands how individuals, events, and ideas have influenced the history of various communities.
- Goal 13: The student understands the role of real and mythical heroes in shaping the cultures of communities, the state and the nation.
- Goal 14: The student understands the importance of writers and artists to the cultural heritage of communities.

GRADE FOUR

Language Arts

- Goal 1: The student engages in the listening process by listening actively and purposefully in a variety of settings.
- Goal 2: The student listens critically to analyze and evaluate messages.
- Goal 3: the student listens for enjoyment and appreciation of spoken language.
- Goal 4: The student uses listening to increase knowledge of self, one's culture, of others, and the shared culture.
- Goal 5: The student uses listening as a part of the process of language acquisition in the native language and English.
- Goal 6: The student speaks appropriately to different audiences and for different occasions.
- Goal 7: The student communicates clearly when speaking.
- Goal 8: The student evaluates the effectiveness of one's own speaking and that of others.
- Goal 9: The student participates in the language activities of the classroom.
- Goal 10: The student whose first language is other than English speaks with increasing skills in English.
- Goal 11: The student writes for a variety of audiences and purposes.
- Goal 12: The student relies increasingly on the conventions and mechanics of written English to communicate clearly.
- Goal 13: The student applies the rules of usage to communicate clearly and effectively in writing.
- Goal 14: The student selects and uses recursive writing processes for self-initiated and assigned writing.
- Goal 15: The student evaluates own writing and the writing of others.
- Goal 16: The student uses writing as a tool for learning and research.
- Goal 17: The student interacts with writers inside and outside the classroom.
- Goal 18: The student whose first language is other than English writes in English for expressive and academic purposes in direct proportion to the command of English vocabulary and syntax.
- Goal 19: The student understands and interprets visual images, messages and meanings.
- Goal 20: The student analyzes and critiques the significance of visual images, messages and meanings.
- Goal 21: The student produces visual images, messages and meanings that communicate with others.

Mathematics

- Goal 1: The student uses place value to represent whole numbers and decimals.
- Goal 2: The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.
- Goal 3: The student multiplies and divides to solve meaningful problems involving whole numbers.
- Goal 4: The student estimates to determine reasonable results.
- Goal 5: The student uses patterns in multiplication and division.
- Goal 6: The student connects transformations to congruence and symmetry.
- Goal 7: The student solves problems connected to everyday experiences and activities in and outside school.
- Goal 8: The student communicates about mathematics using informal language.
- Goal 9: The student uses logical reasoning to make sense of his or her world.
- Goal 10: The student uses organizational structures to analyze and describe patterns and relationships.
- Goal 11: The student describes and compares fractional parts of whole objects or sets of objects.
- Goal 12: The student recognizes the connection between numbers and points on a number line.
- Goal 13: The student selects and uses appropriate units and procedures to measure weight and capacity.
- Goal 14: The student applies measurement concepts.
- Goal 15: The student solves problems by collecting, organizing, displaying and interpreting sets of data.

Science

- Goal 1: The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.
- Goal 2: The student uses scientific inquiry methods during field and laboratory investigations.
- Goal 3: The student uses critical thinking and scientific problem solving to make informed decisions.
- Goal 4: The student knows how to use a variety of tools and methods to conduct science inquiry.
- Goal 5: The student knows that systems may not work if some parts are removed.
- Goal 6: The student knows that change can create recognizable patterns.

- Goal 7: The student knows that matter has physical properties.
- Goal 8: The student knows that many likenesses between offspring and parents are inherited or learned.
- Goal 9: The student knows adaptations may increase the survival members of a species.
- Goal 10: The student knows that certain past events affect present and future events.
- Goal 11: The student knows that the natural world includes earth materials and objects in the sky.

Social Studies

- Goal 1: The student understands the concepts of regions.
- Goal 2: The student uses geographic tools to collect, analyze and interpret data.
- Goal 3: The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration.
- Goal 4: The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere.
- Goal 5: The student understands the reasons for exploration and colonization.
- Goal 6: The student understands the location and patterns of settlement and the geographic factors that influence where people live.
- Goal 7: The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere.
- Goal 8: The student understands the causes and effects of the Texas Revolution, the Republic of Texas and the annexation of Texas to the United States.
- Goal 9: The student understands how people organized governments in different ways during the early development of Texas.
- Goal 10: The student understands important ideas in historic documents of Texas.
- Goal 11: The student understands the importance of voluntary individual participation in the democratic process.
- Goal 12: The student understands the importance of effective leadership in a democratic society.
- Goal 13: The student understands important customs, symbols and celebrations of Texas.
- Goal 14: The student understands the contributions of people of various racial, ethnic and religious groups to Texas.

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- Goal 15: The student understands how people adapt to and modify their environment.
- Goal 16: The student understands the impact of science and technology on life in Texas.

- Goal 17: The student understands the political, economic and social changes in Texas during the last half of the 19th century.
- Goal 18: The student understands important issues, events and individuals of the 20th century in Texas.
- Goal 19: The student understands the characteristics and benefits of the free enterprise system in Texas.
- Goal 20: The student understands patterns of work and economic activities in Texas.
- Goal 21: The student understands how Texas, the United States and other parts of the world are economically interdependent.
- Goal 22: The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- Goal 23: The student communicates in written, oral and visual forms.
- Goal 24: The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

GRADE FIVE

Language Arts

- Goal 1: The student engages in the listening process by listening actively and purposefully in a variety of settings.
- Goal 2: The student listens critically to analyze and evaluate messages.
- Goal 3: The student listens for enjoyment and appreciation of spoken language.
- Goal 4: The student uses listening to increase knowledge of self, one's culture, the culture of others, and the shared culture.
- Goal 5: The student uses listening as a part of the process of language acquisition in the native language and English.
- Goal 6: The student speaks appropriately to different audiences and for different occasions.
- Goal 7: The student communicates clearly when speaking.
- Goal 8: The student evaluates the effectiveness of one's own speaking and that of others.
- Goal 9: The student participates in the language activities of the classroom.
- Goal 10: The student whose first language is other than English speaks with increasing skills in English.
- Goal 11: The student writes for a variety of audiences and purposes.
- Goal 12: The student relies increasingly on the conventions and mechanics of written English to communicate clearly.
- Goal 13: The student applies the rules of grammar and usage to communicate clearly and effectively in writing.
- Goal 14: The student selects and uses recursive writing processes for self-initiated and assigned writing.
- Goal 15: The student evaluates own writing and the writing of others.
- Goal 16: The student uses writing as a tool for learning and research.
- Goal 17: The student interacts with writers inside and outside the classroom.
- Goal 18: The student whose first language is other than English writes in English for expressive and academic purposes in direct proportion to the command of English vocabulary and syntax.
- Goal 19: The student understands and interprets visual images, messages and meanings.
- Goal 20: The student analyzes and critiques the significance of visual images, messages, and meanings.

Goal 21: The student produces visual images, messages, and meanings that communicate with others.

Mathematics

- Goal 1: The student uses place value to represent whole numbers and decimals.
- Goal 2: The student uses fractions in problem-solving situations.
- Goal 3: The student adds, subtracts, multiplies, and divides to solve meaningful problems.
- Goal 4: The student estimates to determine reasonable results.
- Goal 5: The student solves problems connected to everyday experiences and activities in and outside of school
- Goal 6: The student communicates about mathematics using informal language.
- Goal 7: The student uses logical reasoning to make sense of his or her world.
- Goal 8: The student makes generalizations based on observed patterns and relationships.
- Goal 9: The student describes relationships mathematically.
- Goal 10: The student generates geometric definitions using critical attributes.
- Goal 11: The student models transformations.
- Goal 12: The student recognizes the connection between ordered pairs of numbers and locations of points of a plane.
- Goal 13: The student selects and uses appropriate units and procedures to measure volume.
- Goal 14: The student applies measurement concepts.
- Goal 15: The student describes and predicts the results of a probability experiment.
- Goal 16: The student solves problems by collecting, organizing, displaying, and interpreting sets of data.
- Goal 17: The student solves problems connected to everyday experiences and activities in and outside of school
- Goal 18: The student communicates about mathematics using informal language.
- Goal 19: The student uses logical reasoning to make sense of his or her world.

Science

- Goal 1: The student conducts laboratory investigations following home and school safety procedures and environmentally appropriate, and ethical practices.
- Goal 2: The student uses scientific methods during field and laboratory investigations.
- Goal 3: The student uses critical thinking and scientific problem solving to make informed decisions.
- Goal 4: The student knows how to use a variety of tools and methods to conduct science inquiry.
- Goal 5: The student knows that a system is a collection of cycles, structures and processes that interact.
- Goal 6: The student knows that some change occurs in cycles.
- Goal 7: The student knows that matter has physical properties.
- Goal 8: The student knows that energy occurs in many forms.
- Goal 9: The student knows that likenesses between offspring and parents can be inherited or learned.
- Goal 10: The student knows that adaptations may increase the survival of members of a species.
- Goal 11: The student knows that certain past events affect present and future events.
- Goal 12: The student knows that the natural world includes earth materials and objects in the sky.

Social Studies

- Goal 1: The student understands the contributions of people of various racial, ethnic, and religious groups to the United States.
- Goal 2: The student understands important customs, symbols and celebrations that represent American beliefs and principles that contribute to our national identify.
- Goal 3: The student uses geographic tools to collect, analyze, and interpret data.
- Goal 4: The student understands the concept of regions.
- Goal 5: The student understands the location and patterns of settlement and the geographic factors that influence where people live.
- Goal 6: The student understands the basic economic patterns of early societies in the United States.
- Goal 7: The student understands the causes and effects of European colonization in the United States.
- Goal 8: The student understands the reason for exploration and colonization.
- Goal 9: The student understands how people organized governments in colonial America.
- Goal 10: The student understands how people adapt to and modify their environment.

- Goal 11: The student understands how conflict between the American colonies and Great Britain led to American independence.
- Goal 12: The student understands important ideas in the Declaration of Independence and the U.S. Constitution.
- Goal 13: The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established.
- Goal 14: The student understands the framework of government created by the U.S. Constitution.
- Goal 15: The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S Constitution.
- Goal 16: The student understands the importance of effective leadership in a democratic society.
- Goal 17: The student understands the importance of individual participation in the democratic process.
- Goal 18: The student understands political, economic and social changes that occurred in the United States during the 19th century.
- Goal 19: The student understands the characteristics and benefits of the free enterprise system in the U.S.
- Goal 20: The student understands the impact of supply and demand on consumers and producers in a free enterprise system.
- Goal 21: The student understands important issues, events, and individuals of the 20th century in the U.S.
- Goal 22: The student understands patterns of work and economic activities in the United States.
- Goal 23: The student understands the impact of science and technology on life in the United States.
- Goal 24: The student understands the relationship between the arts and the times during which they were created.
- Goal 25: The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- Goal 26: The student communicates in written, oral, and visual forms.
- Goal 27: The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

GRADE SIX

Language Arts

- Goal 1: The student engages in the listening process by listening actively and purposefully in a variety of settings.
- Goal 2: The student listens critically to analyze and evaluate messages.
- Goal 3: The student listens for enjoyment and appreciation of spoken language.
- Goal 4: The student uses listening to increase knowledge of self, one's culture, the culture of others, and the shared culture.
- Goal 5: The student speaks appropriately to different audiences and for different occasions.
- Goal 6: The student communicates clearly when speaking.
- Goal 7: The student evaluates the effectiveness of one's own speaking and that of others.
- Goal 8: The student participates in the language activities of the classroom.
- Goal 9: The student whose first language is other than English speaks with increasing skills in English.
- Goal 10: The student writes for a variety of audiences and purposes.
- Goal 11: The student relies increasingly on the conventions and mechanics of written English to communicate clearly.
- Goal 12: The student applies the rules of grammar and usage to communicate clearly and effectively in writing.
- Goal 13: The student selects and uses recursive writing processes for self-initiated and assigned writing.
- Goal 14: The student evaluates own writing and the writing of others.
- Goal 15: The student uses writing as a tool for learning and research.
- Goal 16: The student interacts with writers inside and outside the classroom in ways that reflect the uses of writing in the real world.
- Goal 17: The student whose first language is other than English writes in English for expressive and academic purposes in direct proportion to the command of English vocabulary and syntax.

Mathematics

- Goal 1: The student represents and uses rational numbers in a variety or equivalent forms.
- Goal 2: The student adds, subtracts, multiplies, and divides to solve problems and justify solutions.
- Goal 3: The student solves problems involving proportional relationships.

- Goal 4: The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes.
- Goal 5: The student uses letters to represent an unknown in an equation.
- Goal 6: The student solves problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.
- Goal 7: The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models.
- Goal 8: The student uses logical reasoning to make conjectures and verify conclusions.
- Goal 9: The student uses geometric vocabulary to describe angles, polygons, and circles.
- Goal 10: The student uses coordinate geometry to identify location in two dimensions.
- Goal 11: The student solves application problems involving estimation and measurement of length, area, time, temperature, capacity, weight, and angles.
- Goal 12: The student uses experimental and theoretical probability to make predictions.
- Goal 13: The student uses statistical representations to analyze data.

Science

- Goal 1: The student conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices.
- Goal 2: The student uses scientific inquiry methods during field and laboratory investigations.
- Goal 3: The student knows how to use a variety of tools and methods to conduct science inquiry.
- Goal 4: The student knows that there is a relationship between forces and motion.
- Goal 5: The student knows that systems may combine with other systems to form a larger system.
- Goal 6: The student knows the components of our solar system.
- Goal 7: The student knows the structures and functions of Earth systems.
- Goal 8: The student conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices.
- Goal 9: The student uses critical thinking and scientific problem solving to make informed decisions.
- Goal 10: The student uses scientific inquiry methods during field and laboratory investigations.
- Goal 11: The student knows that substances have physical and chemical properties.
- Goal 12: The student knows that complex interactions occur between matter and energy.

- Goal 13: The student knows that obtaining, transforming, and disturbing energy effects the environment.
- Goal 14: The student knows the relationship between structure and function in living systems.
- Goal 15: The student knows that traits of species can change through generations and that the instructions for traits are contained in the genetic material of the organisms.
- Goal 16: The student knows that the responses of organisms are caused by internal of external stimuli.
- Goal 17: The student will understand the similarities and differences within and among cultures in different societies.
- Goal 18: The student understands that certain institutions are basic to all societies, but characteristics of the institutions may vary from one society to another.

Social Studies

- Goal 1: The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions.
- Goal 2: The student understands the characteristics and relative locations of major historical and contemporary societies.
- Goal 3: The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies.
- Goal 4: The student understands alternative ways of organizing governments.
- Goal 5: The student understands the relationships among religion, philosophy, and culture.
- Goal 6: The student understands the relationship that exists between artistic, creative, and literary expressions and societies that produce them.
- Goal 7: The student understands the relationship among science and technology and political, economic, and social issues and events.
- Goal 8: The student understands the various ways in which people organize economic systems.
- Goal 9: The student understands the role factors of production play in a society's economy.
- Goal 10: The student understands categories of economic activities and the means used to measure a society's economic level.
- Goal 11: The student understands that historical events influence contemporary events.
- Goal 12: The student understands the concepts of limited governments such as constitutional and democratic and unlimited governments such as totalitarian and non-democratic.
- Goal 13: The student understands that the nature of citizenship varies among societies.
- Goal 14: The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies.

- Goal 15: The student understands relationships that exist among world cultures.
- Goal 16: The student understands the impact of physical processes on patterns in the environment.
- Goal 17: The student understands how geographic factors influence the economic development, political relationships, and policies of societies.
- Goal 18: The student understands the impact of interactions between people and the physical environment on the development of places and regions.
- Goal 19: The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- Goal 20: The student communicates in written, oral, and visual forms.
- Goal 21: The student uses problem-solving skills and decision-making skills, working independently and with others, in a variety of settings.

ENTREPRENEURIAL SKILL DEVELOPMENT

and TRAINING for

BUSINESS START-UPS and MANAGEMENT

K - Grade 6

The Academy will create a business and merchant class in the early childhood years to be nurtured throughout the adult years. This program will help teach it's students - preschoolers to adult learners - to become business owners and managers orienting Academy students to consider being producers of jobs - owning businesses that provide needed goods and services in their own communities. An entrepreneurship curriculum that identifies competencies at different levels will be developed through the implementation of individual businesses in each home room.

Some Junior and Senior high courses have already been identified for inclusion in the scope of the curriculum. Elements of the program include; development of a K-12 curriculum; staff development to integrate the new curriculum; Junior Achievement to support instruction for skill development in capitalization, ownership and management; schools as incubators for student-run businesses; and paid internships for High School students with small business owners.

Curriculum Outline for Progressive Development of Entrepreneurial Skills

Sequential	Learning	Supporting
Components/Skills	Tasks	Activities
Awareness Grades PK-K -Readiness-	Identify Major occupations and functions	Small group activities for related academics and entrepreneurial
Awareness Grades 1-2 -Foundation-	Compare types of jobs in business, industry, and professions	Entrepreneurial classroom activities with related academics: Junior Achievement Field Trips / Role playing, (1 to 1) Mentors / Speakers, Storytelling / Experiments/Art/ Music, Dance
Exploration Grades 3-5 -Interactive-	Identify criteria for entering specific careers	Entrepreneurial classroom activities with related academics and hands-on applications: Junior Achievement/Group projects / Field Trips (1 to 1) Mentors / speakers / Junior Achievement/ Dance Role playing / Technical Projects/ Art/ Music/ Cooking/ Junior Achievement (Entrepreneurship) Self Awareness / Assessment
Exploration Grades 6 -Decision making-	Assess possible career options	Entrepreneurial laboratories with related academics, Junior Achievement (Entrepreneurship and Technical projects) (1 to 1) Mentors / Speakers Field Trips

Limited English Speaking Student Program

The desirable conditions for student learning require a system of high standards which comprise a challenging curriculum, academic support and virogous assessment. Students must have well educated teachers who actively seek training to improve their skills. The teachers must use effective teaching practices with highly engaging instructional materials.

These are the standards for educating all children and therefore must be the standards for educating limited English speaking students and creating a community of learners.

Equally important, staff must be aware that all the experiences of students within the school constitute that school's curriculum. Students learn from what is said and done as well as from what is not said or done. They quickly learn what is valued and who is valued in their classrooms and schools. How others respond to them and how they are taught or not taught to respond to others is a significant aspect of their learning experiences. The unwritten curriculum can significantly affect children's belief in themselves and their ability to achieve and therefore, their motivation to learn.

These standards of quality describe the total educational environment and therefore, the "total" curriculum of an effective, student-centered, setting for learning.

The indicators define the standards so the level of incorporation of the standards can be assessed.

The standards of quality are present in two formats:

- 1. As a series of guiding principles with indicators, and
- 2. As a checklist for self study in determining the quality of a school's program.

Each school under the leadership of the principal in cooperation with the parents and community must develop a limited English speaking program that meets the needs of the local limited English speaking population.

Schools can use the standards of quality statements in a comprehensive assessment of the needs of students enrolled in the school in order to identify specific objectives for that particular school. The assessment includes the students' English and Native language proficiency, their reading and math scores, and the students' TAAS performance. Also, the students' attendance pattern and class achievement must be considered.

The teacher of the limited English speaking students, under the direction of the principal, must identify specific instructional objectives for each student, and incorporate the student's prior experiences in making an education plan for the student.

Teachers must have the necessary instructional materials to meet the needs of the limited English speaking student population of the school.

Limited English speaking and non-limited English speaking staff who work with limited English speaking students must participate in professional development activities designed to support their success as limited English speaking educators.

The principal must provide the leadership to monitor and evaluate the limited English speaking program based on the actual academic performance of students.

Limited English Speaking Education Restructuring Program

Curriculum, Instruction, Assessment, Professional Development and Evaluation Sub-Committee

Program Standards of quality to guide the development of a school's limited English Speaking Educational Program.

I. School Context Factors

A. School Culture/Climate

Standard:

The culture of a school directly impacts the attitudes and beliefs of a school community towards teaching and learning.

Indicators

- 1. Staff members use language that is free from racial, ethnic, and sexual slurs.
- 2. Students' languages and cultures are learned, supported, and valued by students and staff.
- 3. Pictures and decorations in the school reflect the diversity of its population and emphasize the message of unity and diversity.
- 4. High expectations are maintained for staff and students.
- 5. A commitment is made to building and preserving high staff and student morale.
- 6. Parents and community members are engaged in the school in ways which promote high levels of student development.

00058

B. Management

Standard:

Effective school management integrates successful practices for all students across key elements of the school environment.

Indicators:

- 7. The school uses a plan for improving intergroup relations.
- 8. The school uses a multi-racial, multi-ethnic, gender-representative advisory committee to oversee this plan.
- 9. Elements of effective schooling for limited English speaking students permeate the whole school environment.
- 10. Staff, parents and students are included in planning and restructuring efforts.

C. Required Policies

Standard:

The policies of a school and the district establish the boundaries within which the members of the school community are expected to behave.

Indicators:

- 11. The school and district have policies that explicitly condemn racially, sexually and ethnically biased behavior.
- 12. Policies and practices reflect the needs of all students.

D. Managing Resources

00059

Human and material resources are equitably distributed and effectively managed in order to ensure positive outcomes for all students.

Indicators:

- 13. The physical environment is equitably distributed and conducive to teaching and learning.
- 14. Textbooks and materials reflect multi-cultural perspectives and are developmentally and linguistically appropriate for limited English speaking students.
- 15. Time and opportunity are given to conduct comprehensive needs assessments and plan effective programs for limited English speaking students and teachers.

II. School Implementation Factors

A. School Programs

Standard:

The curricular, co-curricular and extra curricular programs and activities involve all students, staff and parents to participate.

Indicators:

- 16. The school programs are inclusive in content, process and student and student and staff representation.
- 17. The planning for all school events, awards, and programs reflects the diversity of people in the school by race, gender and ethnicity.
- 18. The student government is representative of the student

demographics.

B. Curriculum and Instruction

Standard:

Authentic pedagogy requires interaction with the environment in such a way that the learning experience becomes integrated in the students' system of meaning. The native language of the student is used to develop cognitive structures until the student can successfully perform thinking processes in the second language. Co-curricular and afterschool activities provide the cultural and social basis for the students intellectual growth. The Academy's core curriculum and exit skills form the basis for classroom instruction. Instruction is organized so that students are engaged in meaning-making activities based on individual and shared experiences. Students are organized into flexible groups based on activities and lesson purpose. Students are provided abundant opportunities to engage in substantive conversations in which individuals share ideas, inquire and problem solve together. Learning is viewed as an active rather than passive process. Students have ample opportunities to search for patterns, and engage in problem solving activities.

Indicators:

- 19. The curriculum includes specific objectives for cultural diversity, cross cultural communication, and conflict resolution at all grades, and in all types of programs.
- 20. The curriculum and instruction is grounded in the languages, knowledge and backgrounds of the students.
- 21. Authentic learning and assessment is used to motivate students to reach high levels of achievement.

C. <u>Instructional Materials</u>

Standard:

Teachers and students have access to the latest instructional materials and equipment. Manipulatives and

other hands-on activities engage students in their learning and help them construct meaning.

Indicators:

- 22. Textbooks and materials are highly engaging and developmentally appropriate, free of bias, up to date, accurate and reflective of the languages and cultures of the students.
- 23. The latest technology is available in English and the home languages.
- 24. Materials are reviewed and purchased based on appropriateness for specific children.

D. Instructional Staff

Standard:

The school staff plays a critical role in the implementation of the school program.

Indicators:

- 25. Teachers, counselors, support staff and administrators are representative of the school population.
- 26. Instructional staff has knowledge of the content area they teach and effective methodologies for teaching linguistically and culturally diverse student populations.
- 27. Staff decisions are based on accelerating student achievement.
- 28. Staff is sensitive and knowledgeable about issues related to limited English speaking students needs.
- 29. Teachers and administrators see themselves as successful creators of the learning environment.
- 30. The staff is involved in on-going professional development of the content area they teach and in effective methodologies for teaching linguistically and culturally diverse student populations.

E. Supervision

00062

Standard:

students requires proper monitoring and supervision.

Indicators:

- 31. Staff is regularly supervised to ensure compliance with school policies and the implementation of a high quality instructional program.
- 32. The supervision of staff is a collaborative effort of the principal.
- 33. All staff are supervised for content knowledge and skills, student motivation, learning styles, language development and instructional materials utilization.

F. Staff Development

Standard:

The educational program is supported by a quality staff development component.

Indicators:

- 34. Pre-service and inservice training are provided to ensure that all instructional and non-instructional staff are knowledgeable of limited English speaking students' cultural and academic needs.
- 35. Staff training is culturally sensitive and inclusive, reflective of diversecultural norms, communications and learning styles.
- 36. Systematic training inservice activities are ongoing for the entire school staff and include the following areas: language and culture, content knowledge and instruction, language acquisition, alternative assessment, enter/exit criteria, student motivation, cooperative learning, parent/community relations and family literacy.

G. Parent/Community Involvement

Standard:

Parents, families and the communities to which children belong are actively and meaningfully involved in all facets of the school program.

Indicators:

- 37. There is a stated commitment to parent involvement through directives, policies and guidelines.
- 38. Parents are welcomed into the schools on a daily basis as volunteers, observers and resources.
- 39. The PTA/PTO represents the diversity of the entire community and is used as a forum for creating dialogue, consensus and determining school policy.
- 40. Parent liaisons or interpreters are available to help with parent involvement activities.
- 41. Parent training includes techniques to help children learn, literacy for parents, and parenting skills.
- 42. Parents are directed to adult education classes and other enrichment opportunities and services.

III. Student Outcome Factors

A. Cultural/Ethnic Identity

Standard:

Staff and students celebrate their language and cultural differences.

Indicators:

- 43. Students are taught the beliefs, values and customs of their individual cultures and the cultures of others in the school.
- 44. Students develop their native language in order to develop themselves cognitively and academically, to have a greater sense of cultural identity, to develop a strong meta-linguistic awareness and to function effectively in highly interactive global society.

B. Cognitive Development

00064

Standard:

Students develop conscious mental processes which they can apply to new learning situations.

Indicators:

- 45. Students learn to monitor and assess their own learning.
- 46. Students practice and exhibit high levels of successful task engagement.
- 47. Apply learning and test-taking skills in a variety of situations.
- 48. Students actively integrate new information and skills and draw connections to prior knowledge.
- 49. Students develop higher-order thinking skills, including metalinguistic skills, which are achieved by the use of native language and opportunities to transfer those skills.

C. Academic Achievement

Standard:

Academic achievement of the students is used to measure the success of programs.

Indicators:

- 50. Limited English speaking students are enrolled in high level and challenging classes.
- 51. All staff have high expectations of limited English speaking s students.
- 52. Academic support is provided in all content area courses to ensure student success.

D. <u>Learning Motivation</u>

Standard:

School programs and activities are designed to motivate and engage students in the learning process.

Indicators:

- 53. Learning has meaning for limited English speaking students because their prior knowledge and experiences are respected.
- 54. Students are assisted in developing personal goals to enhance their learning motivation.
- 55. Student achievement is celebrated in a public manner.

IV. Assessment Factors

A. Student

Standard:

Assessment of student performance is used to monitor the cognitive, academic and affective growth and development of students.

Indicators:

- 56. Schools disaggregate collect achievement data by race, gender and ethnicity.
- 57. Achievement data are used to make instructional program decisions for individual students.
- 58. All students have access to standardized and alternative assessment measures.

B. <u>Program</u>

Standard:

Programs are assessed to plan long-term program growth and development and future funding.

Indicators:

- 59. Evaluation of programs and the development and implementation of corrective plans involve students, parent and staff.
- 60. Program are modified as a result of data analysis.

00066

61. Various forms of evaluation such as formative and summative are conducted.

SPECIAL EDUCATION PROGRAM

A NEW MODEL FOR THE SCHOOL

The special education resource program provides a unique opportunity to restructure the school for the benefit of all students.

The Traditional school structure with its emphasis on rigid ability groups, lockstep grading systems tracked curriculum and one standard for all has assured the perpetuation of separate special education. Within this traditional structure, conditions are created that make some of the most promising innovations difficult to implement and sustain.

Today, many educators suggest that if schools are to serve the purpose that our information-based society is asking them to fulfill, that being to develop students as thinkers, problem solvers, and creators - then the structure of schools must be reinvented to accommodate appropriate technologies.

In this program resource teachers align themselves with general education teachers to actively engage all students in interesting relevant school work that is aimed at common learning. Both become co-inventors and co-teachers in ensuring the success of all students.

'is new structure, high standards and high expectations are not compromised. The focus of our standards and expectations is sudent success. The school ensures that each student is provided with school work at which he or she can experience success.

If these results are pursued than the integration of mildly handicapped children in the mainstream of education can be sustained. Perhaps more striking is the realization that the success for handicapped children will truly mean success for all children.

As schools initiate a school planning process to implement the resource program, a "shared decision making process; is ecommended (see page 21). No change as systematic as this one can be successful without the support an leadership of eachers in the school. It will certainly be through the professional growth and leadership of both especial and general ducation teachers that resource program will succeed in serving students and stimulating substantive change.

There are specific recommendations on pages 16-17 of this guide to help mainstreamed students avoid penalties formerly signed through traditional grading and assessment system).

INTRODUCTION

VISION FOR THE SPECIAL EDUCATION RESOURCE PROGRAM

We believe that the first option for handicapped students is the least restrictive environment (general education) augmented by special education support services as needed. The general education classroom offers students a real model for living. The richness of experiences found in the general classroom cannot be duplicated and should not be sacrificed. Students should not be denied the opportunity to benefit from the experience of the general education classroom and environment.

We believe that a segregated special education self-contained classroom should not be recommended until the results of accommodations, differentiated curriculum and special education support services have been utilized and evaluated in general education classrooms.

Good instructional planning and differentiated curriculum are app0ropriate for all students. We believe that the collaborative elationship between special and general education teachers can inspire the invention of school work at which all students can e successful. We believe that consultation and co-teaching activities between the special education teacher and the general ducation will provide optimal academics, social and behavioral support necessary for a successful educational experience for andicapped students.

addition, the strategies identified through this collaboration will have great implications for all students in general lucation who do not qualify for special education services but still require modification in their instructional programs.

PROGRAMS AND SERVICES

LEAST RESTRICTIVE ENVIRONMENT

Teacher Consultant Services

include consultation with general education teachers and/or periodic direct remedial or tutorial services with handicapped students to provide students support to these students generally receive teacher consultant services one (1) to two (2) periods per week.

Resource Programs

offer consultation services to general education teachers and provide special education settings in which handicapped students regularly receive direct instruction, remedial and/or tutorial services which support their general education program. Students in these programs are registered in general education and usually spend most of their school day in general education classrooms. Students spend no more than 50% of their day in the resource classroom.

Self-contained classrooms

offer special education settings where handicapped students receive the major portion of the individualized Education Program. Students in self-contained classrooms may attend general education classes for part of their school day although they are registered in a special education class. A self-contained setting is usually recommended after the results of accommodations, differentiated curriculum and special eduction support services have been utilized and evaluated in general education.

MORE RESTRICTIVE ENVIRONMENT

RESOURCE ROOM

SERVICES - ELEMENTARY & SECONDARY

Provide direct instruction to special education students in no more than two content areas.

assign Grades for student work in direct instruction classrooms.

Assist student with regular education schoolwork.

Serve as resource to regular education teacher.

Evaluate students suspected of being handicapped (Elementary level only).

Service students with different kinds of handicapping conditions.

COMPARISON

OLD PARADIGM

NEW PARADIGM

Separate Special Education

- . Expectations often limited by the labels
- . Restricted mainstreaming because the general education seat has been forfeited

Instruction is provided primarily in the special education classroom

Limited opportunities for the sharing of special education services in general education

Limited exposure to knowledge areas, content materials and extra curricular attes of the school

No assistance and support to general education to deliver instructional programs for handicapped students

Grades are given by special education

Students too often assigned to lassrooms requiring expensive cansportation

tigma is attached by labels and gregation

Resource Program

- . Raised expectations for all students
- Student is enrolled in general education and based on need receives direct support in general education or in the resource room
- Instruction and accommodations are provided primarily by general education
- . Encourages collaboration in developing a differentiated curriculum
- . Broader content options and activities are made available to the student
- . Increased assistance and support to general education teachers who serve mildly handicapped, "at risk," and talented students
- . Grades consider individual student progress are primarily given by genera education teachers
- . Student assignment is maintained in general education at the home school
- Stigma is reduced because special education students are more fully integrated with general education

THE RESOURCE ROOM

TS:

A PLACE WHERE THE RESOURCE TEACHER MODIFIES INSTRUCTION AND: DEVELOPS SUPPLEMENTARY MATERIALS NEEDED IN GENERAL EDUCATION CLASSROOMS. MATERIALS MAY CONSIST OF STUDY GUIDES, CHARIS, VOCABULARY BUILDERS, ETC.



A PLACE FOR DIRECT INSTRUCTION, REMEDIAL ASSISTANCE, AND TUTORIAL SERVICES IF NEEDED.



AN ATTRACTIVE PLACE FOR LEARNING. TEXT USED WITHIN THE ROOM ARE THE TEXT USED IN GENERAL EDUCATION ROOMS. MATERIALS AND AUDIO/VISUAL AIDS CENTER AROUND THE TEXT AND DETROIT CURRICULUM STRANDS.

AND OBJECTIVES.







A DETENTION CENTER OR PLACE FOR CRISIS INTERVENTION.



A PLACE WHERE THE STUDENT CAN RUN ANY: TIME HELP IS NEEDED.



CERTAINLY NOT A PLACE TO GO TO "GET AWAY FROM THE MAINSTREAM".

SORRY ... BUT IT'S NOT A STUDY HALL EITHER.



00072

THE BENEFITS OF THE RESOURCE PROGRAM FOR:

RESOURCE STUDENTS

- . Improved school attendance
- . Greater effort exerted in completing learning tasks
- . Increased return of homework assignments
- . Educated with "normal" peer group
- . Increased self-esteem
- . Greater determination to graduate from high school

REGULAR EDUCATION STUDENTS

. Extra help

Tutorial

Remedial instruction

- . Adaptation of lessons/materials to increase performance
- . Awareness level raised (regarding learning strategies)
- . Counselor / Advisor
- . Fewer mildly impaired students referred to special education

REGULAR EDUCATION TEACHERS

- . Assistance in developing instructional strategies
- . Recipient of demonstration lessons
- . Assistance for students in the general education classroom (Targeted or non-Targeted)
- . Team teaching and collaboration
- . Adaptation/Modification of materials to reach student levels
- . Assistance in developing behavior management strategies
- Awareness level raised (regarding broader instructional strategies)

THE BENEFITS OF THE RESOURCE PROGRAM FOR:

SPECIAL EDUCATION STUDENTS

- . Improved self confidence (academically/socially)
- . Improved behavior
- . Awareness level raised (regarding ability to succeed in school

SPECIAL EDUCATION TEACHERS

- . Extrinsic motivational model for self contained students
- . Extra resource person
- . Increased knowledge of regular education curriculum
- . Awareness level raised (regarding student potential and capabilities)
- . Team teaching

ADMINISTATORS ·

- . Decreased disciplinary referrals
- . Assistance with test preparation/administration (FCAT)
- . Awareness level raised (regarding potential of low performing students)
- : Has an in-house diagnostician
- . Greater numbers of special education students remaining in their home schools

A SHARED DECISION MAKING PROCESS

COMPONENTS OF A SCHOOL PLANNING PROCESS TO IMPLEMENT A SPECIAL EDUCATION RESOURCE PROGRAM

PLANNING

1. Establish a school planning committee with regular and special education involvement. THE COMMITTEE NEED NOT BE LARGE BUT REPRESENTATIVE OF THE PERSONS NEEDED TO GUIDE RECCOMENDATIONS TO BE PRESENTED FOR THE SCHOOL'S APPROVAL/SANCTONING PROCESS.

TRAINING

- 2. Establish a process for parent awareness/involvement.
- 3. Process to release staff for training.
- 4. Process to ensure total staff awareness.

IMPLEMENTATION

- 5. Given the students needs and teacher consultant population in the school, determine those to be serviced via the resource program. The target is to project at least 40-50% of the classroom population and the total teacher consultant caseload.
- 6. Establish the accommodations required to ensure the continuous progress of the resource room students in regular education.
 - a. Decisions about fostering appropriate knowledge and attitudes about the handicapped.
 - b. Decisions about a co-teaching model.
 - c. Decisions about differentiating the curriculum so to accommodate the needs and to provide opportunity for success to all students
 - d. Decisions about the assessment of mainstreamed students considering their levels and learning styles.

MONITORING

- 7. Establish a monitoring procedure and schedule to ensure the following:
 - a. Eligible handicapped students are given a fair opportunity to be considered for the resource program rather than placement in the basic self-contained classroom.
 - b. Non-eligible regular education students do not recieve "direct" instruction in the resource room.
 - c. Resource room teachers are not used inappropriately, teachers are not used inappropriately, e.g., excessive substituting, administrative tasks, etc.
 - d. The resource teachers' class and work space remain adequate
 - e. Collect data relative to the number of students entering and exiting the resource program over the course of each semester
 - f. Resource room teachers work inside regular education classrooms at least two (2) periods per day in co-teaching activities and/or consultation.

RESOURCE PROGRAM INSERVICE TRAINING

The Resource Program in service training models address several audiences: Principals, resource teachers, general education teachers, parents and students. We recommend that each local site select at least one regular grade teacher to accompany the special accompany the special education resource teacher for joint inservice training. These staff persons will become core consultants for that local site to inform staff, parents and students.

FOR PRINCIPALS:

Content:

Overview of the program, strategies for addressing grading,

assessment counting students

Time:

Approximately 50 hours

FOR PARENTS:

Content:

Overview of the program tips on parental support for child in program

Time:

2 hours

FOR STUDENTS:

Content:

Overview of program, coping strategies

Time:

1 hour

4. The Accountability Measures the School Will Use to Evaluate Student Performance.

Specific educational goals will be assessed through authentic assessment, observation, anecdotal records, TAAS Achievement Goals, standardized tests, portfolio assessment, student-teacher-parent conferencing, real life application and self assessment.

Based on the recommendation of staff and approval of the Board of Directors, the Academy will use one or more of the following national tests:

- Metropolitan Achievement Test
- California Achievement Test
- Stanford Achievement Test
- ❖ Iowa Test of Basic Skill

The Academy will administer the TAAS and any other standardized test that may become required by law.

A. Specific Levels of Student Performance on Assessment Instruments.

The Academy's goals for accountability on levels of student performance and assessment are:

- ❖ To gather base- line data for the first year of operation to be used for comparison purposes.
- ❖ By the year 2002 to have 75% of all students performing at satisfactory level on the TAAS.
- ❖ To have all students at or above grade level on selected norm references test by 2002.

Academic goals, outlined in the curriculum guide will be monitored for readiness and mastery and recorded daily by teachers. Portfolios and Written Student Progress Reports will be shared with parents. This summary of academic student progress as well as social and emotional progress will be sent to parents four times a year.

B. Additional Accountability Provisions By Which Charter Performance Will Be Assessed.

The Academy will use the following additional assessment and evaluation tools:

- **❖** Report Cards/Grades
- Student Portfolios
- ❖ Subject Area Evaluation
- **❖** Teacher Created Test
- ❖ Project Based Evaluations
- Pre-Post Testing/Assessment
- **❖** Student Self-Evaluation
- ❖ Individualized Student Learning Plan Progress Reports
- Student Assessment Team: Student Status Report

C. Deadlines or Intervals Performance Will Be Determined.

In order to be held accountable for and to demonstrate achievement of its educational goals, the Academy shall: Submit annually to the Texas Education Agency, copies of aggregate pupil test scores on all required Standardized tests and other student information as may be required by State law or the Authoring Body.

Student performance on the TAAS and other standardized tests during the first year will serve as base-line data to reflect the progress and comparison for year two and thereafter. The Academy will monitor student performance as listed below on an annual basis and make available to the Authorizer, The Texas Education Agency, Parents and other interested parties as allowed/required by law:

- Academy Achievement on TAAS and other Standardized Tests (Where applicable and or required.
- ❖ Pupil Attendance Rate
- Pupil Promotion Rate
- Number of Student Expulsions
- Number Transfers
- Number of Student Achievement Awards
- Number of Teacher Achievement Awards
- Number of Achievement Awards
- Summary of Curricula
- ❖ Summary of Special Programs
- ❖ Parent/Teacher Conference Participation Rate
- ❖ Parent Involvement Rate
- Student Involvement Rate in Special Programs

Parents Reports of Progress will consist of and reported in the following way:

- ❖ Parent Report for every TEKS test
- ❖ Individuals/group conferences to explain the TEKS outlining the strengths and weakness of students, explaining the assistance available to get student to grade level, answering questions about the test, questions on diploma requirements

- ❖ Parent-Teacher Conferences after every Report Card, four times per year
- ❖ In-service to review/explain the complete Parent Report

The TAAS goals, a variety of methods of diagnostic, assessment, evaluation measures and reporting processes have been included in the overall accountability used to evaluate student progress.

5. Districts that may be affected by the Open Enrollment Charter

On June 12, 1998 the following districts within the geographical area of the Academy that may be affected by the open enrollment charter were sent the Statement of Impact.

- Cedar Hill Independent School District 270 S. Highway 67 Cedar Hill, TX 75104
- Dallas Independent School District 3700 Ross Avenue Dallas, TX 75204
- Desoto Independent School District 200 E. Belt Line Road DeSoto, TX 75115
- Mesquite Independent School District
 405 Davis Street
 Mesquite, TX 75149
- Lancaster Independent School District 1105 West Ridge Lancaster, TX 75146
- 6. Wilmer-Hutchins Independent School District 3820 E. Illinois Avenue Dallas, TX 75216

- Grand Prairie Independent School District 2602 Beltline Grand Prairie, TX 75119
- Irving Independent School District
 901 N. O'Connor
 Irving, TX 75061
- Garland Independent School District
 720 Stadium Drive
 Garland, TX 75040
- Duncanville Independent School District
 802 S. Main Street
 Duncanville, TX 75137
- 6. Describe the geographical area served by the program.

The Academy will served student within Dallas County which includes the above public school districts.

7. Enrollment Criteria to Be Used

A. Open Enrollment Process

- 1. The Academy will be opened to the general public for the admission of students in kindergarten through sixth grade, who have expressed interest in and commitment to the schools curriculum and methods of teaching. Students must be residents of the state of Texas.
- 2. The availability of applications for admission to specific grade levels will be made public for a minimum of two weeks per year. Notification of application and enrollment dates will be published in a local daily or weekly newspaper. Students must complete and return an application within the specified time period.
- 3. No student will be discriminated against on the basis of intellect, athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color, national origin and or other basis that would be illegal if used by a school district.
- 4. If more applications are received than openings are available in the various grade levels being offered each semester, a lottery will be held and applications will be randomly selected for evaluation and admission (subject to limited exceptions discussed below). The school's admission committee will assess the student's interest and commitment toward the school's curriculum and policies by interviewing

each selected applicant and the applicant's parents or guardians. Both the student and the parent (or guardian) will be asked to sign a contract (pledge) to abide by school policies. All State and Federal law applicable to public schools concerning church-state and civil rights issues will be complied with for a random student selection process.

- 5. Once the initial student body is selected, priority <u>may</u> be given to siblings to keep the family unit intact as well as to minimize the logistical transportation problem associated with having multiple children attending different schools.
- 6. After a student has been enrolled at the Academy, he/she will be permitted to enroll in succeeding school years as long as the appropriate grade levels are offered at the Academy; the student and parents express a continued interest in the curriculum offered; and he/she reapplies during open registration periods.
- 7. If openings remain after the official enrollment period, students will be admitted on a first-come first-serve basis throughout the school year. If openings do not exist for the desired grade levels after the official enrollment period, applicants will be placed on a waiting list. When openings occur, students will be placed from the waiting list on a first-come, first-serve basis.

B. Open Enrollment Provisions for Excluded Students

The Academy is open to the general public. The Academy will not accommodate students who have documented history of criminal offense, juvenile court adjudication, or discipline problems under TEC, chapter 37, Subchapter A.

C. Discipline Referrals

- A. Individual freedom and independence are necessarily limited when large number of different people must live together in a small space. Therefore, each individual must exercise more self-control and more self-discipline for the common good. Each student must assume responsibility for his own actions and for the actions of others. By using common sense, by taking pride in one's bearing and conduct, by adopting an enthusiastic outlook on life, students will enjoy the Academy all the more.
- B. When there is a discipline referral, the administration will explain the nature of the referral to the student. The student may admit or deny the accusation at this time. If the student denies the nature of the supporting evidences as presented; the student may explain his or her side of the case. When disciplinary measures are administered the student and or parent/guardian may request a conference with an administrator involved or with the next level of authority.

C. Students are required to obey all directives given by school personnel. Failure to cooperate may result in dismissal.

The Academy will advertise in local papers, flyers, etc. in order to achieve racial/ethnic balance of students reflective of the community it serves.

8. Qualifications to be met by Professional Employees

a. Employment Criminal Check

The Academy will ensure that all of its employees who qualify for any professional positions will be automatically required to have criminal history check which includes finger printing and clearance from the state of Texas and the Federal Bureau of Investigation (FBI).

b. The Teaching Philosophy of the Academy

The Academy's teaching philosophy embraces an instructing program that is student centered, focusing on cooperative learning, critical thinking skills, using technology, appealing to the multiple intelligence's and using community as a learning environment.

c. Staff Development

The attached Staff Development Plan has been developed to ensure that the Administrators and instructional leaders are prepared to successfully carry out the school's mission. In addition, this professional development program which is designed to improve student achievement as measured of the TAAS will be implemented during the first school year.

Month by Month Staff Development

During the first year the Academy will focus upon teacher and staff development in three subject areas, (1) Language arts, (2) Mathematics and (3) Science. The other emphasis is upon Classroom Management.

The uniqueness is based upon being able to designate consultants and staff members in each of the three subject areas to offer the monthly staff development to those staff that demonstrate a need for in-service.

The Academy has developed a unique staff development program for school administrators, principals, and classroom teachers. On the next several pages the month-by-month staff development activities are described with the assumption that a teacher who successfully completes the program will be able to better show increased student performance and improved classroom effectiveness.

The training begins in September with discussion regarding the student expectations for the subject and level assigned to a specific group of teachers., i.e., first grade. (Note: each paragraph below concentrates on a training component.)

SEPTEMBER

- Teachers with similar responsibilities assemble to talk about the published expectation for what the student should know and be able to do as a result of the class instruction and teaching independent of the textbook material.
- Teachers will review the level of previous attainment of the students assigned to them.
- Teachers will focus primarily on those students who seem to have had difficulty reaching reasonable levels of performance and offer strategies for improvement.

The training program continues in October with a focus on the talents of the individual teachers and the collective group of teachers that have the same set of responsibilities (Note: each paragraph below concentrates on a specific training component.)

OCTOBER

• Teachers assemble to discuss their strengths and professional development needs in relationship to the students expectations and student needs they confront. Special In-Service will begin.

- Teachers will review the strategies proposed in September and assess whether they have been implemented.
- Teachers will focus upon the realignment of sharing responsibility and extending the contact time for those students in need of special Accelerated Assistance.

The training program continues in November with a focus on the first marking period grades, parent involvement strategies and further ideas (Note: each paragraph below concentrates on a specific training component.)

NOVEMBER

- Teachers assemble to discuss the first marking period grades and focus discussion upon those students not progressing satisfactorily.
- Teachers will review the approaches to reaching parents and be offered other strategies for increasing parental involvement.
- Teachers will focus upon the knowledge and skills package being offered each month in response to teachers' needs.

The training program continues in December with a focus on assessing the first 90 days of professional development activities, including evaluating the impact of the process. (Note: each paragraph below concentrates on a specific training component.)

DECEMBER

- Teachers assemble to discuss the first three months (September, October and November) of professional development activities.
- Teachers will review the literature related to assessing progress and offer suggestion for improvement and discuss the knowledge and skills package being offered.
- Teachers will focus upon evaluating the effectiveness of the professional development program during the first semester.

The training program continues in January with a focus on the second marking period grades, parent involvement strategies and demonstrative components. (Note: each paragraph below concentrates on a specific training component.)

00089

JANUARY

- Teachers assemble to discuss the second marking period grades and focus discussion on those students not progressing satisfactorily.
- Teachers will review the approaches to reaching parents and be offered other strategies for increasing parental involvement.
- Teachers will focus on upon the knowledge and skills package being offered each month in response to teachers needs.

The training program continues in February with a focus on the TAAS for all teachers in the school, Grades I through 5. In addition, attention will be focused upon Cycles II and III strategies in language arts, mathematics and science. (Note: each paragraph below concentrates on a specific training component.)

FEBRUARY

- Teachers assemble to discuss the results of the TAAS in reading, mathematics and science.
- Teachers will review the approaches used in the previous year to help prepare the students to feel comfortable with test taking.
- Teachers will focus upon the knowledge and skills they need to better prepare the students to take the TAAS test.

The training program continues in March with a focus on the third marking period grades, parent involvement strategies and demonstrated improvements. (Note: each paragraph below concentrates on a specific training component.)

MARCH

- Teachers assemble to discuss the third marking period grades and focus discussion on those students not progressing satisfactorily.
- Teachers will review the approaches to reaching parents and be offered other strategies for increasing parental involvement.
- Teachers will focus upon the knowledge and skills package being offered each month in response to teacher needs.

The training program continues in April with a focus on assessing the second 90 days (or 180 days) of professional development activities, including evaluating the impact of the process. (Note: each paragraph below concentrates on a specific training component.)

APRIL

- Teachers assemble to discuss the improvements in the second three months (January, February and March), as compared to the first three-month period of professional development activities.
- Teachers will review the literature related to assessing school/student progress and offer suggestion for improvement and discuss the knowledge and skills package offered.
- Teachers will be asked to focus upon evaluating the effectiveness of the professional development program during the six-month period.

The training program continues in May with a focus on the talents of the new individual teachers in terms of new knowledge and skills and whether new approaches have proven beneficial. (Note: each paragraph below concentrates on a specific training component.)

MAY

- Teachers assemble to discuss their progress and new knowledge and skills
 acquired during the year in relationship to the student expectations and student
 needs they confront.
- Teachers will review the strategies utilized during the year and assess whether those new strategies have been beneficial.
- Teachers will focus upon the realignments of sharing responsibility and consider their options for extending the contact time for those students who may need further <u>Special Accelerated Assistance</u> during the month.

The training program concludes in June with a focus upon updating the School Improvement Plan, reviewing the results of the students assigned and evaluating the staff development program.

JUNE

- Teachers assemble to discuss modifications in the School Improvement Plan from a total school perspective.
- Teachers will review the results of the student expectations based upon the nine months of teaching and learning.

• Teachers will formally evaluate the effectiveness of the staff development program and recommend necessary improvements.

9. FINANCES, BUDGETING, AUDITS, PEIMS, FACILITIES, FOOD SERVICE, TRANSPORTATION

A. Finance

The board of directors for the Academy will receive a copy of the annual budget for their review prior to the board meeting. During the board meeting, a presentation of the annual budget will be given and any questions and concerns from the board members will be addressed. The board members will caucus and after all their questions and concerns have been answered to their satisfaction, they will vote to adopt the annual budget. The next year's budget will be approved approximately three months before the end of the current school year. The budget will be developed based on a "zero base budgeting approach". The finance office will accumulate all the needs of the school and ascertain the prices associated with those needs. Then, a budget will be developed to determined which needs are affordable.

B. Budget

The Academy will hire a charter school management company to conduct its business affairs, including personnel. A proposed budget is attached (schedule 9). Future budgets will be developed in consultation with the school principal, Board Finance Committee and other educational leaders.

C. Audit

An annual audit will be conducted for the Academy using a qualified CPA firm. The CPA firm will audit the generalpurpose financial statements of Academy of. These generalpurpose financial statements will be the responsibility of the Academy's management. The CPA firm will express an opinion on the financial statements based on their audit. The audit will be conducted in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. The audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. The audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. In planning and performing an audit, the CPA firm consider the Academy's internal control over financial reporting in order to determine the auditing procedures for the purpose of expressing an opinion on the financial statements.

D. PEIMS

The Academy plans to contract with an Educational Service Center (ESC) to participate in the Public Education Information Management System (PEIMS). The Academy will investigate and perform a "due diligence" of the prices on several ESC's and will select the one that provides the greatest service at the most economical price.

E. Facilities

Please see the attached building description for the Academy.

F. Food Service

The Academy will provide food service for students served by the open-enrollment charter school as required by the Texas Education Agency.

G. Transportation

The Academy as will not provide transportation for students served by the open-enrollment charter school.

10. Provide a draft of board policy for admission of students eligible for a public education grant

It is the policy of the Academy to admit all students including students eligible for a public education grant under Texas Education Code, Subchapter G, Chapter 29. The Academy will implement this policy by accepting all qualified applicants on an equal basis.

Attachment C

Option to Lease

Building Description

Evidence of Parental and Community Support

Budget Template

Evidence of Status as Eligible Entity

Credentials of Sponsoring Entity and All Board Members

Disclosure of Litigation and Criminal Histories

Assurances

Letters of Intent

Student Application

Academy of Beaumont Brochure

Employment Application

CSAS Brochure

CSAS Handbook

Student/Parent Handbook

OPTION TO LEASE

This option to lease is made February 19, 1998 between Glen Oaks United Methodist Church 4606 South Polk St., Dallas, Texas 75232 (hereinafter called "Landlord") and Academy of Dallas (hereinafter called "Tenant"). The option to lease space is hereby given from the landlord to the tenant on the conditions as follows:

- 1. The option to lease space is conditioned upon the tenant receiving a charter to operate a school from the T.E.A. and a local occupancy permit. Should the tenant not receive these approvals, the tenant may cancel your option to lease.
- 2. The space to be leased is located at 1030 Oak Park Dr., Dallas, Texas 75232 as is per the attached description.
- 3. The option to lease expires June 30, 1998 if a lease has not been executed. The lease covers three years, commencing June 30, 1998 through June 30, 2001, with a five year option to renew.
- 4. The space will be leased at a minimum fee of \$3,500.00 per month.

 Additional space will be made available on a negotiated basis.

Marilyn Bozell

Pastor

Date

Lecester (Bill) Allen, President, CEO

Academy of Dallas

Date

00097

ACADEMY OF DALLAS BUILDING DESCRIPTION

The proposed Academy of Dallas Charter School will be located at 1030 Oak Park Dr., Dallas, Texas 75232 in the Glen Oak United Methodist Church Education Wing.

For the past several years, the educational wing has served as a private school. There are approximately fifteen thousand square feet on two floors with outside accessibility to each floor at grade level. There are 18 class rooms (some with bathrooms), several offices, two boys and two girls bath rooms, a lunch room, and staff lounge. The building property is located on approximately 6 acres with ample parking and playground area. We plan to add ten additional portable class rooms (pre-approved for fire, health and ADA requirements), once we are approved for our charter.

We have been in contact with the City of Dallas Building Department and should be able to obtain an occupancy permit due to the fact the building has previously been used as a private school. The building has been inspected on an ongoing basis. Because the building has accessibility at grade level from the outside, most ADA requirements have been met. We plan to bring the building into full compliance before the start of the second school year.

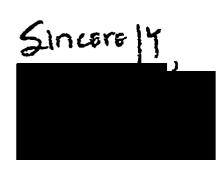
There is no friable asbestos or other hazardous building materials of significance in the building. Therefore, we anticipate only minor charges to bring the building up to required codes.

Mr. Recister Allen, founder Academy of Dallas 4606 S. Polk St. Dallas, TX

Dear Mr. Allen:

As a I am in full Support of Your Proposed Charter School.

I believe in Your business and Entreprenous loncept. We NEED More Schools of choice, but as charter Schools which allow parents Access Tuition free! Thanks for All You're Doing.



Bill Allen Academy of Dallas 1030 Oak Park Drive Dallas, Texas 75232

Bill:

I understand you are proposing a K-6th grade Charter School for the Oak Cliff area of Dallas. I am thrilled at the possibility of so many children being able to get out of the Dallas Independent School District, Kids need a chance and you are offering them one. Good luck with your endeavor.

Mother of 2 DISD students:

Mr. Lecester "Bill" Allen Academy of Dallas 1030 Oak Park Drive Dallas, Texas 75232

Dear Mr. Allen,

As the Trustee Chairman of Glen Oaks United Methodist Church, I can vouch for the fact that we have had many successful schools in our facility. The Oak Cliff neighborhood is in great need of a good school for their children and an alternative to the public school system. Thanks for giving this neightborhood a choice.

Sincerely, But Mun

Dick Merz

ACADEMY OF DALLAS CHARTER SCHOOL

ANNUAL OPERATING BUDGET

Overview	Object Code		
Net Assets at Beginning of Year			\$0
Estimated Revenues:			
Local Sources		\$0	
State Sources		\$3,800,000	
Federal Sources		\$0	
Other Sources		\$0	
Total Estimated Revenues			\$3,800,000
Estimated Expenses:			
Payroll Costs	6100	\$1,468,000	
Professional and Contracted Services	6200	\$912,000	
Supplies and Materials	6300	\$189,000	
Other Operating Costs	6400	\$827,000	
Debt Expense	6500	\$275,000	
Total Estimated Expenses			\$3,671,000
Gains			\$129,000
Loses			\$0
Change in Net Assets			\$129,000
Net Asset at End of Year			\$129,000

Note:

Gross revenue = annual enrollment of 1000 students @ \$4,000 per student with a 95% attendance rate Payroll costs include salaries and benefits and retirement costs

ACADEMY OF DALLAS CHARTER SCHOOL

ANNUAL OPERATING BUDGET

Charter School Budget Categories Expenses	Function Code	Object Code		
Instruction	11			
Payroli Costs		6100	\$1,124,000	
Professional and Contracted Services		6200	0	
Supplies and Materials		6300	74,000	
Other Operating Costs		6400	0	
Debt Expense		6500	0	
Total Instruction				\$1,198,000
Instructional Resources and Media	12			
Payroll Costs		6100	\$93,000	
Professional and Contracted Services		6200	20,000	
Supplies and Materials		6300	15,000	
Other Operating Costs		6400	20,000	
Debt Expense		6500	0	
Total Instructional Resources and Media Servicers				\$148,000
Curriculum Development and Instructional Staff Development:	13			
Payroll Costs		6100	\$0	
Professional and Contracted		6200	40,000	
Services		0200	40,000	

ACADEMY OF DALLAS CHARTER SCHOOL

ANNUAL OPERATING BUDGET				
Supplies and Materials		6300	2,000	
Other Operating Costs		6400	0	
Debt Expense		6500		
Total Curriculum Development and				\$42,000
Instructional Staff Development				
Instructional Landaudia.	21			
Instructional Leadership: Payroll Costs	21	6100	* \$0	
Professional and Contracted		6200	20,000	
Services		0200	20,000	
Supplies and Materials		6300	2,000	
Other Operating Costs		6400	2,000	
Debt Expense		6500	0	
•				
Total Instructional Leadership				\$24,000
	00			
School Leadership:	23	6400	\$0	
Payroll Costs		6100 6200	10,000	
Professional and Contracted Services		0200	10,000	
Supplies and Materials		6300	2,000	
Other Operating Costs		6400	0	
Debt Expense		6500	0	
·				
Total School Leadership				\$12,000
O Maria Oriniallia and	24			
Guidance, Counseling and	31			
Evaluation Services:		6100	\$0	
Payroll Costs Professional and Contracted		6200	10,000	
Services		0200	10,000	
Supplies and Materials		6300	0	
Other Operating Costs		6400	0	
Debt Expense		6500	0	
				\$10,000
Total Guidance, Counseling and				φιυ,υυυ
Evaluation Serices				
Social Work Services:	32			
Payroll Costs		6100	\$0	
Professional and Contracted		6200	0	

ACADEMY OF DALLAS CHARTER SCHOOL

ANNUAL OPERATING BUDGET

	ANNOAL OF LIVATING DODG	·	
Services		_	
Supplies and Materials	6300	0	
Other Operating Costs	6400	0	
Debt Expense	6500	0	
Total Social Work Services			\$0
Health Services:	33		
Payroll Costs	6100	\$0	
Professional and Contracted	6200	0	
Services		-	
Supplies and Materials	6300	0	
Other Operating Costs	6400	0	
Debt Expense	6500	0	
Total Health Services			\$0
Student Transportation:	34		
Payroll Costs	6100	\$0	
Professional and Contracted	6200	. 0	
Services			
Supplies and Materials	6300	0	
Other Operating Costs	6400	0	
Debt Expense	6500	0	
Total Student Transportation			\$0
Food Services:	35		
Payroll Costs	6100	\$0	
Professional and Contracted Services	6200	0	
Supplies and Materials	6300	0	
Other Operating Costs	6400	0	
Debt Expense	6500	0	
Total Food Services			\$0
Co-curricular/Extracurricular	36		
Activities:			
Payroll Costs	6100	\$0 .	
Professional and Contracted	6200	0	
Services			
JU, 11000			

ACADEMY OF DALLAS CHARTER SCHOOL

ACADEMI OF BALERO STARTER SOLICOL				
	ANNUAL OPERATING BUDGET			
Supplies and Materials		6300	0	
Other Operating Costs		6400	5,000	
Debt Expense		6500	0	
Total Co-curricular/Extracurricular				\$5,000
Activities:				
General Administration:	41			
Payroll Costs		6100	\$154,000	
Professional and Contracted Services		6200	380,000	
Supplies and Materials		6300	8,000	
Other Operating Costs		6400	0	
Debt Expense		6500	275,000	
Total General Administration				\$817,000
Plant Maintenance and Operation:	51			
Payroll Costs		6100	\$54,000	
Professional and Contracted Services		6200	432,000	
Supplies and Materials		6300	50,000	
Other Operating Costs		6400	600,000	
Debt Expense		6500	0	
Total Plant Maintenance and Operations				\$1,136,000
Security and Monitoring Services:	52			
Payroll Costs		6100	\$0	
Professional and Contracted Services		6200	0	
Supplies and Materials		6300	12,000	
Other Operating Costs		6400	0	
Debt Expense		6500	0	
Total Security and Monitoring Services				\$12,000
Data Processing Services:	53			
Payroll Costs		6100	\$43,000	
Designational and Contracted		6200	n	

6200

Professional and Contracted

ACADEMY OF DALLAS CHARTER SCHOOL

ANNUAL OPERATING BUDGET

	MININOWE OF	TICKLING DODGE	•	
Services				
Supplies and Materials		6300	12,000	
Other Operating Costs		6400	200,000	
Debt Expense		6500	0	
Total Data Processing Services				\$255,000
Community Services:	61			
Payroll Costs		6100	\$0	
Professional and Contracted Services		6200	0	
Supplies and Materials		6300	12,000	
Other Operating Costs		6400	. 0	
Debt Expense		6500	0	
Total Community Services				\$12,000
Fund Raising:	81			
Payroll Costs		6100	\$0	
Professional and Contracted Services		6200	. 0	
Supplies and Materials		6300	0	
Other Operating Costs		6400	0	
Debt Expense		6500	0	
Total Fund Raising				\$0
TOTAL EXPENSES (All Functions)				\$3,671,000

SEP 27 1988

Academy Of Detroit North 18330 George Washington Southfield, MI 48034 Employer Identification Number: 38-6525613

Case Number: 310060784

Person to Contact: Charlotte Hunter

Contact Telephone Number: 513-684-3578

Accounting Period Ending: June 30

Form 990 Required: ** Yes** \(\text{No} \) No

Caveat Applies: Yes

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(c)(3) of the Internal Revenue Code.

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 section 509(a)(1) & 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, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

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.

The box checked in the heading of this letter shows whether you must file form 390, Return of Organization Exempt from Income Tax. If Yos is checked, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. 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. The law imposes a penalty of \$10 a day, up to a maximum of \$5,000, when a return if filed late, unless there is reasonable cause for the delay.

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.

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 the heading of this letter indicates that a caveat applies, the caveat below is an integral part of the letter.

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

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

cc: David K. McDonnell
Barris, Sott, Denn & Driker
211 West Fort Street, 15th Floor
Detroit, MI 48226

Sincerely yours,

District Director

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this Revenue Procedure to maintain your tax-exempt status.

990 FORM

PAGE 110 - 112 = 3 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE TITLE 26

3 PAGES HAVE BEEN WITHHELD

List of Board Members

- 1. Lecester L. Allen
- 2. Mattie Allen
- 3. Nathalia Brooks

Chief Executive Officer/School Administrator, Lecester Allen B.S., M.A. (pending)

Chief Executive Officer/School Administrator served as a K-12 public school teacher in Detroit for approximately eight years. He resigned that position to establish private Pre-K-12th grade schools that accepted children regardless of academic preparation and ethnicity. These schools were located in Detroit and contiguous communities. He served as a Principal for these private schools for more than twenty-five (25) years (1970 to 1995).

The predominant student population in these schools were classified by the students 'sending' public schools as "at-risk students. The private school curriculum provided: (a) instructional strategies in basic skills to assure academic success; and (b) a school theme focused on business and Entrepreneurship which prepared them to participate fully in society and the economy. In addition, the teacher-student ratio was maintained at 20 to 1.

In 1993, with the passage of Michigan's Charter School Law, the CEO broadened his vision of service to urban and "at-risk" students since public funds were used to finance what had been previously available only to parents who could afford private school tuition. He continues to serve this needy population by expanding his vision and management beyond the state of Michigan.

The Educational Program Officer, Wilhelmina Hall Ed.D.

The Educational Program Officer is currently serving as the instructional leader for all Academies of Detroit Charter Schools. For the past thirty-two years she served Detroit Public Schools as:

Pre-K – 5 teacher

Elementary School Assistant Principal

Principal of Newberry Elementary School (One of the highest achieving elementary schools in Detroit Public schools; a nationally recognized school of technology; and a winner of the America Best Redbook Award' and,

Director of the successful Comer Schools and Families Initiative for three years (a district wide school reform program involving eighteen schools with 75% or more at risk students a 16 million dollar budget).

All of the above experiences involved schools where fifty percent or more of the students were identified as students at risk of dropping out of school. These experiences of providing a vision and leadership that propelled teachers and students to perform at and above state and national norm is now being applied to the Academy of Detroit Charter Schools.

Principal (to be selected)

The principal will be selected based on his/her educational training and experiences as an private or public school educator. Selection will be based on the principal's ability to function as a manager, instructional leader, disciplinarian, human relation's facilitator, change agent and conflict mediator.

Professional Staff (To be selected)

The Staff is charged with administering the instructional program and all of its components. They will comply with all requirements, applicable laws, policies, guidelines, rules, procedures, terms and conditions of employment set forth by the Academy. Specifically teachers who will have a minimum of a B.S. or B.A. degree will be responsible for planning, teaching and learning activities consistent

with the Academy's vision, goals and curriculum which are aligned with the Texas Essential Knowledge and Skills and matched with the individual needs of students.

Specific Qualifications for Administrators and teachers are contained in Attachment A of this document.

The attached Staff Development Plan has been developed to ensure that the Administrators and instructional leaders are prepared to successfully carry out the school's mission. In addition, this professional development program which is designed to improve student achievement as measured of the TAAS will be implemented during the first school year.

Disclosure of Litigation and Criminal History

None

00117

20755 Greenfield, Suite 300 * Southfield, Michigan 48075 * (248) 569-7787 * Fax (248) 569-6691

June 12, 1998

Mesquite Independent School District 405 Davis Street Mesquite, TX 75149

Dear Superintendent and President of the Board of Trustees:

This is to inform you that the Academy of Detroit-North intends to submit an application to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application 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 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 may be completed by any district that may be affected, signed by the district's 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 August 31, 1998, for the information to be considered by the State Board of Education.

It is requested that you review the enclosed application, complete the Statement of Impact form, and submit it to the Texas Education Agency. If you have questions about the process for approval of open-enrollment charter schools, please contact Brooks Flemister in the Division 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 district, please contact Dr. Wilhelmina Hall at (248) 569-7787.

Sincerely,

Lecester L. Allen, President

20755 Greenfield, Suite 300 * Southfield, Michigan 48075 * (248) 569-7787 * Fax (248) 569-6691

June 12, 1998

Lancaster Independent School District 1105 West Ridge Lancaster, TX 75146

Dear Superintendent and President of the Board of Trustees:

This is to inform you that the Academy of Detroit-North intends to submit an application to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application 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.

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Sincerely,

Lecester L. Allen, President

20755 Greenfield, Suite 300 * Southfield, Michigan 48075 * (248) 569-7787 * Fax (248) 569-6691

June 12, 1998

Wilmer-Hutchins Independent School District 3820 E.Illinois Avenue Dallas, TX 75216

Dear Superintendent and President of the Board of Trustees:

This is to inform you that the Academy of Detroit-North intends to submit an application to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application 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.

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Sincerely,

ecester L. Allen, President

20755 Greenfield, Suite 300 * Southfield, Michigan 48075 * (248) 569-7787 * Fax (248) 569-6691

June 12, 1998

Grand Prairie Independent School District 2602 Beltline Grand Prairie, TX 75119

Dear Superintendent and President of the Board of Trustees:

This is to inform you that the Academy of Detroit-North intends to submit an application to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application 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.

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Sincerely,

Lecester L. Allen, President

20755 Greenfield, Suite 300* Southfield, Michigan 48075 * (248) 569-7787 * Fax (248) 569-6691

June 12, 1998

Irving Independent School District 901 N. O'Connor Irving, TX 75061

Dear Superintendent and President of the Board of Trustees:

This is to inform you that the Academy of Detroit-North intends to submit an application to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application 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.

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Sincerely,

Lecester L. Allen, President

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20755 Greenfield, Suite 300* Southfield, Michigan 48075 * (248) 569-7787 * Fax (248) 569-6691

June 12, 1998

Garland Independent School District 720 Stadium Drive Garland, TX 75040

Dear Superintendent and President of the Board of Trustees:

This is to inform you that the Academy of Detroit-North intends to submit an application to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application 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.

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Sincerely,

Lecester L. Allen, President

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20755 Greenfield, Suite 300* Southfield, Michigan 48075 * (248) 569-7787 * Fax (248) 569-6691

June 12, 1998

Dunncanville Independent School District 802 S. Main Street Duncanville, TX 75137

Dear Superintendent and President of the Board of Trustees:

This is to inform you that the Academy of Detroit-North intends to submit an application to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application 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.

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Sincerely,

Lecester L. Allen, President

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00124

20755 Greenfield, Suite 300* Southfield, Michigan 48075 * (248) 569-7787 * Fax (248) 569-6691

June 12, 1998

DeSoto Independent School District 200 E. Belt Line Road DeSoto, TX 75115

Dear Superintendent and President of the Board of Trustees:

This is to inform you that the Academy of Detroit-North intends to submit an application to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application 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.

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Sincerely,

Lecester L. Allen, President

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00125

20755 Greenfield, Suite 300* Southfield, Michigan 48075 * (248) 569-7787 * Fax (248) 569-6691

June 12, 1998

Dallas Independent School District 3700 Ross Avenue Dallas, TX 75204

Dear Superintendent and President of the Board of Trustees:

This is to inform you that the Academy of Detroit-North intends to submit an application to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application 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.

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Sincerely,

Lecester L. Allen, President

20755 Greenfield, Suite 300* Southfield, Michigan 48075 * (248) 569-7787 * Fax (248) 569-6691

June 12, 1998

Cedar Hill Independent School District 270 S. Highway 67
Cedar Hill, TX 75104

Dear Superintendent and President of the Board of Trustees:

This is to inform you that the Academy of Detroit-North intends to submit an application to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application 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.

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Sincerely,

Lecester L. Allen, President

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Texas Education Agency William B. Travis Building Document Control Center, Room 6-108 1701 North Congress Avenue Austin, Texas 78701-1494

This will acknowledge receipt of your application submitted under the Request for Application for Open-Enrollment Charter Guidelines and Application numbered RFA#701-98-016.

Please reference the Document Control Number shown below in all correspondence regarding this application.

Document Control Number (Assigned by TEA)

RFA #701-98-016

Application title (To be completed by applicant)

Applicant's contact person (To be completed by applicant)

CUT ALONG BROKEN LINE AND ATTACH TO FIRST COPY OF APPLICATION

Application Receipt Acknowledgement

This postcard is provided to expedite the notification of receipt of your application in the Texas Education Agency's Document Control Center. Cut out and self-address this postcard so that it will be returned to the proper person at your organization. Indicate any information that would be helpful to you in identifying this application.

Attach the postcard to the first copy of your application. This postcard will be returned to you with the Document Control Number that will be assigned by the Texas Education Agency.

If you fail to receive this notification of receipt of your application within fifteen (15) days from the date you mailed the application, call:

Texas Education Agency Document Control Center (512) 463-9304

Academy of Dallas Charter School



Student Application

APPLICATION DATE	DATE OF INTERVIEW	
INTERVIEWED BY	/ear	Month Day Year
(Circle One)		
Name of Applicant		•
First	Middle	Lest
Address	Pho	ne
City	Zip	Code
•	Birth	Sex_M_F
Month Day Year	On ur	(Circle One)
发发点	<u></u> దర్వర్వర్	
Year to be enrolled at the Academy of Dallas	: Fall of 19	Grade
Now in Grade at		
	Name of School	Address
Previous Schools attended (include Nursery		-
Name of School	Address	Teacher
Name of School	Address	Teacher
E E E	ರದ್ದರ್ವ	
Father's Name		
Occupation		
Place of Employment	Pho	ne
Education (check all that apply)	High School ☐ Graduate? ☐	College ☐ Graduate? ☐
Mother's Name		
Occupation		<u> </u>
Place of Employment	Pho	ne
Education (check all that apply)	High School ☐ Graduate? ☐	College ☐ Graduate? ☐
How long at present address? years	months	
Family's previous address?		

Name and Ages of Other Children (siblings)			Please indicate if these siblings are either enrolled or have applied at the Academy of Dallas.		
Name Date	of Birth	Present Grade in School	Enrolled	Applied	
జేజర్లి	තිසිසිසි	ſ			
The applicant's general health is Fair ☐ Good ☐	If the	re are any disabil	ities, pleas	e explain:	
PLEASE ATTACH A COPY OF THE APPLICANT'S SHO OBTAINED FROM THE PRESENT SCHOOL. OTH					
వరనర	ರರರ	5			
Why do you as a parent wish your child to be considered	ed for enrol	lment in the Acad	emy of Dali	as?	
					
How did you learn about the school? Newspaper □ If you chose 'Friend', who recommended the school to	Televisio	n □ Radio □ If none of the at	Friend □	Flyer □ e explain:	
If your child were not to attend the Academy of Dallas	. what type	of school would	he or she m	ost likely	
attend? (Check One)	,			,	
Public School in the neighborhood ☐ Public Schoo	l in the sub	urbs □ Paroc	hiai □ I	Private □	
රසෙනිසිනි	ರರರ	•			
Signature of Parent(s)			Oate		
A SIGNATURE ABOVE ALSO INDICATES TO THE AC EXPELLED FROM ANOTHER SCHOOL FOR VIOLE					
PLEASE RETURN WITH THE FOLLOWING:					
1. A signed Parent/Student Contract	5.	A. Copy of child's bi			
2. Student's statement of desire to attend (grades 6th & above).	6.	A completed health a			
3. A copy of the student's last report card or transcript.4. Student's immunization record		Completed Title One Copy of child informs		1	

charter School is open to all students regardless of race, creed color, etc., who are residents of the State of Texas, according to the available openings in various grade levels, offered each semester. As a chartered public school, there are no tuition fees, however, certain extra-curricular activities such as latchkey transportation, uniforms, etc., have charges associated with them. If there are more applicants than openings, existing students will receive priority enrollment, new applicants who complete the application process will be admitted based on random selection.

Our Location...

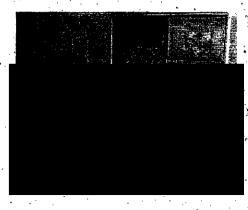
•	The state of the s	
1		Grades
	Location	Served
	Academy of Dallas	
		K-6
		7.7

If you are interested in enrollment, please contact the school for application information.

Equip your children for a successful future . . .



Entrepreneurial and Business Charter School



K - 6 Education at its finest!

Stamp Here

Academy of Dallas

Entrepreneurial and Business Charter School

Our Philosophy.

he Academy of Dallas Charter School is committed to the philosophy that students in Urban areas (minority students) in particular) need to learn the basic principles of economic development through their daily educational process. This educational process should start as early as pre-kindergarten and extend through adult education. For this reason, we combine a good basic education in the "3 R's" (Reading, Writing and Arithmetic) with an understanding of social responsibility, self discipline and good using entrepreneurism and ethics. economic success as motivation to achieve necessary educational skills. At Academy of Dallas, business ownership and/or management will be emphasized taught and experienced by every student to give relevance to the need to learn basic skills.





Our Methods.

- Present basic educational concepts so as to demonstrate how they apply to business and daily living.
- Provide students with an understanding of the American free enterprise system.
- Assist students in recognizing that career/job choices relate to academics and personal interest skills.
- Utilize state-of-the-art technology for teaching methods as well as student enrichment.
- Employ only State Certified teachers with innovative and resourceful techniques.
- Involve local business owners and entrepreneurs in the daily curriculum.
- Help students create, own and/or operate small businesses as a part of their graduation requirements.
- Expose students to success-fostering an environment where they are encouraged to set high goals for their future.

Academy of Dallas Charter School is a public academy authorized by Texas Education Agency.

Our Curriculum.

hese broad areas of knowledge will be emphasized as our core curriculum.

- Social Studies
- Language Arts
- Mathematics
- Science

Integrated in all the core subjects would be entrepreneurial and business application of all educational principles. Additionally, The Academy offers foreign languages, sports, music, art, as well as other extra curricular programs.



Our Mission.

risen above the "get a good job" philosophy of ordinary schools. Our students are taught to think creatively, set lofty goals for themselves, and prepare themselves to create good jobs in the community. This commitment to teach excellence toward self and others is our trademark, as well as the passport to success for our students and our community.

Mattie L. Allen, President, along with Mattie L. Allen, Vice President, founded C.S.A.S. in 1995 after completing 25 years of successful operation of a chain of 13 child care and Pre-K thru 12th grade private schools in metropolitan Detroit, MI.

Ctarting in 1970 with two students, Do Re Mi Learning Centers, Inc. (Child Care) and Academy of Detroit (K-12th grade) has serviced more than 25,000 students in Metro Detroit. The name "Do Re Mi" has become a household name serving as many as three generations of preschoolers. In 1984 Academy of Detroit (North), a not for profit high school, was formed due to parent and student demand. In 1993, with the passage of Michigan's Charter School Law, C.S.A.S. was formed to facilitate the smooth operation of the four private schools that were to become charter schools through Central Michigan . Since 1993, C.S.A.S. has University. increased its services to include the management of schools chartered through Oakland University, Rochester, Michigan.

OUR REFERENCES

C.S.A.S. has demonstrated excellent fiscal management techniques by bringing financial stability to each of the charter schools it operates. The concept of "The Free Enterprise System" is being introduced to urban youngsters through its outstanding Business and Entrepreneurship curriculum.

James Goenner, Executive Director (MAPSA) Michigan Association of Public School Academies "C.S.A.S. has done an outstanding job of managing Academy of Detroit East. Our students are learning and our school is. financially sound. We actually saved money by having a good management company like C.S.A.S."

Kenneth Denkins, President Academy of Detroit East

"We would never have been able to cut through the Red Tape and open our doors in 1995 had it not been for C.S.A.S., and its President Lecester (Bill) Allen. His 27 years of experience made the difference."

> Helen Johnson, President Academy of Detroit West

"Bill Allen's C.S.A.S. is one of the best, if not the best, management companies among the 49 schools we have chartered. It is a pleasure to work with people who understand the multifaceted challenges of charter school operations."

Harry Ross, Ph.D., Oversight
Administrator, Charter School Office
Central Michigan University

"C.S.A.S. is dedicated to helping schools initiate and sustain long-term change. Bill Allen has a strong commitment that embraces a climate of supportive change that results in improved student achievement."

Burnis Hall Ed.D. Associate Dean of Education Wayne State University 3315

Charter School Administration Services



A Public School Management Company

Servicing

- Existing Public School Districts
- Start Up Charter Schools
- Existing Public Academies and Private Schools
- Business and Community Organizations

CHARTING THE COURSE TO SUCCESSFUL CHARTER SCHOOLS A Resource for School Boards, Administrators, Teachers, Parents, Businesses and Civic Leaders in Charter School Organization and Development

WHY A MANAGEMENT COMPANY?

Starting and running a charter school is a formidable undertaking. Many who approach the task not only find it a great opportunity to re-invent education—they also find it considerably more difficult than they had first imagined.

The Charter School Administration Services (C.S.A.S.) has created a highly organized, yet flexible, Charter School Planning, Development, Implementation and Management Program that can help guide charter school proponents through the complex challenges they will face:

Working with national experts from across the country, our team moves quickly and effectively to guide organizers—including parents, teachers, school administrators, school board members and community supporters—past pitfalls to create a program that is successful from day one.

Key issues that C.S.A.S. can help organizations solve are:

rganizational Issues: conceptual planning, posal development, the charter itself, ruiting faculty and students, scheduling, sportation, and ensuring diversity.

- Programmatic Issues: curriculum development, professional development, addressing students with special needs, liability, evaluation and technology.
- Financial Issues: the business plan, budgeting, reporting and accountability, private sector support, start up capital, facility management and maintenance, faculty and staff compensation.
- Community Issues: parental involvement, private sector involvement and support, political support, community and media relations.

OUR SERVICES



K. 1

C.S.A.S. is a complete management company. We offer proposal writing to obtain a new charter as well as providing "day-to-day" operation of a charter school.

SCHOOLS UNDER OUR MANAGEMENT ENJOY:

- Start up capital and funding
- Theme and curriculum development and implementation
- All employees necessary to operate schools
- Expertileducational personnel
- Expert financial personnel
- Support staff for Board of Directors
- Expert legal advisors
- Professional student recruitment

Definitions:

In broad terms, a charter school is a school formed by a group of individuals, based on a detailed contract (or charter) with a public authority, that is open to the public with no fee or tuition. It maintains relatively high autonomy in terms of mission, funding and administration.

OUR QUALIFICATIONS

C.S.A.S. is one of the largest and most successful operators of charter schools in the U.S. We presently manage six charter schools in the state of Michigan which represent more than 10% of the charter school population. Presently, we have nearly 200 employees including innovative educational specialist, C.P.A.'s and business managers. C.S.A.S. was incorporated in 1995. The Management Team has operated a chain of Pre-K through 12th grade schools since 1970.

C.S.A.S. operates under the "Team" concept.

Our team includes all staff—
custodians through superintendents. As a
result of our team approach our schools have
achieved:

- Excellent student retention.
- Extensive waiting list of students
- Surplus in our fund balances
- Grants from various local state and federal agencies
- A highly motivated staff

CONTACT INFORMATION

For more information on our services, you can call or fax us at the numbers listed below:

(248) 569-7787 (phone) (248) 569-6674 (fax) CSAS CHARTER SCHOOL ADMINISTRATION SERVICES 20755 Greenfield Rd. * Suite 300 * Southfield, MI 48075 * (248) 569-7787 * Fax (248) 569-6674

APPLICATION FOR EMPLOYMENT

·	1	JAIL:
We are an equal opportunity employer. It is the police basis of race, sex, religion, national origin, martial state the hiring, promotion, payment or discipline of employer.	atus, age, weight, height, col	
Thank you for considering employment with this comp	pany.	
THE TABLE FOR THE ADDITION CONCOR	י ד בי זיים או מינה או א אינה אינה אינה אינה אינה אינה אינה אי	
PLEASE FILL IN APPLICATION COMP	LEIELI AND FRINI CLE	ARUI.
Name	Position applied for	
Name		
Social Security #	Date available to start w	ork
Present Address		
Number Street	City St.	ate Zip
Please check choice of employment status:Full	l TimePart Time	Temp.
Telephone # (Home)	Other:	·
Are you legally eligible to work in the United States?	Yes No	
Are you 18 years or older? Yes No 1	F YOU ARE UNDER 18 Y	ears of age,
YOU MUST FURNISH CSAS WITH A WORK PERM	UT PRIOR TO BEGINNING	g work.
How did you learn of our company?Walk-in	advertisement referre	ed other
If referred, please list name of the individual that refer	red you	
Have you ever been employed by this company?Ye	≈No (If yes, please i	indicate dates (Mo.
Date. Year) from to Under w	rhat name	
Have you ever been convicted of a felony?Yes	No Are there any felony	y charges pending?
Yes No (A conviction or pending charges will	not necessarily disqualify ar	a applicant for
employment.) If yes, please describe conditions:		
	·	

Revised 4/98

Page 2 Application for Employment

Drivers Licens	se #		•				
Has your drive	ers' license ever been re	voked or suspend	led? Yes N	·	If y	es, fo	or what
reason (please	explain in detail):						
Tiet on a selection	ng violations during the	nast three (3) ve	ore.	- , , , , , , , , , , , , , , , , , , ,			
List any movin	ig violations during the	pase times (3) Ju				<u> </u>	
		<u> </u>			-		
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High	·				2		
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College ·			· · · · · · · · · · · · · · · · · · ·	5	6	7	8
Other	· · · · · · · · · · · · · · · · · · ·			1	2	3	4
EMPLOYMI	ENT HISTORY:		•				
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ob Title			Date o	of employ	men	t	
Vame and title o	of immediate supervisor						
Reason for leavi	ng		****				
Brief description	ı of duties		· ·				
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Page 3 Employment Application

Company name	Company addre	SS	Phone number
Position	<u></u>	Date of Emp	loyment
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Reason for leaving			
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Brief description of duties	······		-
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Company name	Company addres	s	Phone number
Position		Date of employment	
•	•		
Name and title of immediate supervisor			
		,	
Reason for leaving			
Brief description of duties			
•			
f applying for a teacher posi Ection below.	ITION, PLEASE	COMPLETE THE C	ERTIFICATION
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CERTIFICATION			
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'ermanent	,,, ;		
Continuing		·	
rovisional	· 		
Other Trade or Professional icense you currently hold:	• •		
Jan Jan Jan	•		

PLEASE ENSURE THE FOLLOWING ITEMS ARE ATTACHED TO THIS APPLICATION

- 1. Michigan State Teacher Certificate (Copy)
- 2 All College Transcripts
 - 3. Personal Resume
 - 4. References (2 or more)

STUD	TNT	TEA	CHING:
SIUL			

Date	School / College / University	City / State	Grade Level	Subjects	Sem. Hrs.
From:			•		
To:				·	
From:			•	•	
To:					

EMPLOYMENT APPLICATION-RETENTION POLICY

It is the policy of CSAS to retain employment applications for a period of not less than one year, and to destroy these applications following the retention period. The applications shall be considered active for 30 days. Any applicant who wishes to be considered for employment beyond this period should inquire as to whether or not applications are being accepted.

APPLICANT STATEMENT

I certify that answers given herein are true and complete to the best of my knowledge. I authorize investigation of all statements contained in this application for employment as may be necessary in arriving at an employment decision. I have read and understand the policy for application retention above. I understand that neither this document nor any offer of employment from the employer constitutes an employment contract unless a specific document to that effect is executed by the employer and employee in writing. I authorize the references listed above to give you any and all information concerning my previous employment and pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. I acknowledge that, if I become employed, I will be free to terminate my employment at any time for any reason and the company retains the same rights. Only the President and Vice President have the authority to make any contrary agreement. In the event of employment, I understand that false or misleading information given in my application and/or resume or interviews(s) may result in discharge. I understand also that I am required to abide by all rules and regulations of the employer.

Signature of Applicant	Date	(Rev. Apt. 3)	Revised 4/98

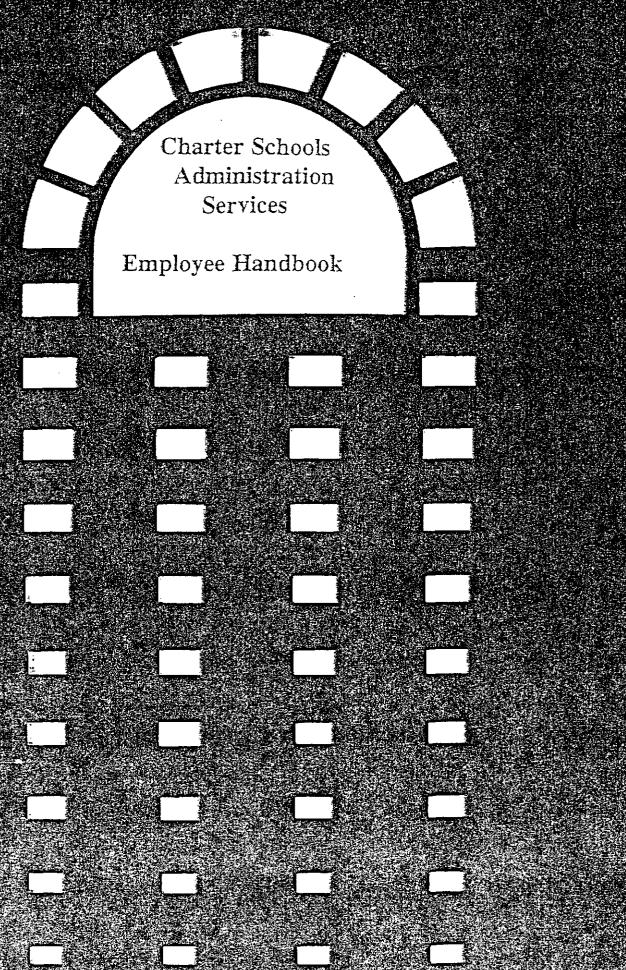


TABLE OF CONTENTS

Section	Subject Pa	ige
	-	
Α	TABLE OF CONTENTS	1
₿	WELCOME	
C	PURPOSES AND PRINCIPLES	. 1
D	EQUAL EMPLOYMENT POLICY	
E	SELECTION, ORIENTATION AND EMPLOYMENT CONTINUANCE	1
	Selection of Employees	. 1
	Employee Orientation and Integration	1
	Probationary Period	. 1
	Performance Evaluation	.2
	Effects of Substandard Rating	.3
	Disciplinary Actions & Notices	3
	Promotion Policy	.4
	Promotional Evaluations	.4
	Retreat to Former Position	.4
	Employee Suspension	4
	Termination of Employment	. 4
	Layoff and Recall	. 5
	Personnel Records	.5
F	STATUS CATEGORIES OF CSAS EMPLOYEES	.1
	Regular: Full-time	
	Regular: Part-time	. 1
	Contractual	. 1
	Temporary	. 1
	EXEMPT/NON-EXEMPT STATUS	
-	PROBATIONARY POLICY	
	REGULAR FULL/PART TIME EMPLOYEES	
	Managers	
	Administration	
	Support Staff	
	CONTRACTUAL EMPLOYEES	
	Certified Teachers	
	TEMPORARY EMPLOYEES	
	ESRP (Emergency Substitute in a Regular Position)	
_	Substitute Teachers	
G	PAYROLL POLICIES AND PRACTICES	
	Paychecks and Increases	
	Overtime	
	Reissuing lost or stolen paychecks	
•	Payroll Deductions and Attachments	
	Compensation Upon Employment Separation	
Н	BENEFITS, LEAVES AND HOLIDAYS	
	Overview	
	Design and Modification	
	Mandated Benefits	
	Social Security	
	Worker's Compensation	
	Unemployment Insurance	2 .

TABLE OF CONTENTS

Section	Subject
	· · · · · · · · · · · · · · · · · · ·
1	DISCRETIONARY BENEFITS
	Health Insurance1
	Vacation Leave1
	Additional Non-paid Vacation2
	Leave of Absence2
	Holidays3
	Personal Leave3
,	Sick Leave: Self3
-	Sick Leave: Immediate Family Member
	Paid Bereavement Leave4
	Unpaid Bereavement Leave4
	Maternity Leave4
	Jury Duty5
J	EMPLOYEE HEALTH AND SAFETY
Ŭ	Overview1
	General Safety Rules1
	General Safety Precautions2
	Reporting Work Injuries2
	Drug Free Workplace2
К	EMPLOYER STANDARDS AND GUIDELINES
1	General Conduct of Employees
	Security and Confidentiality1
	General Hours of Work2
	Attendance and Punctuality2
	Unauthorized Absence3
•	Off Duty Employment and Conduct
•	Student/Customer Relations4
	Personal Appearance of Employees4
	Work Areas4
-	Personal Telephone Calls and Mail5
	Sexual Harassment5
	Solicitation6
;	Employee Complaints6
	COBRA(Consolidated Omnibus Budget Reconciliation Act)6
	An Important Note8
	With without and a second comment of the second comments of the seco

Welcome

Charter School Administration Services, Inc. (hereafter referred to as CSAS) is pleased to welcome you to its staff. Our Company is experiencing substantial growth and success, due in large part to the dedicated and competent employees who staff our offices and schools. We place a high value on the contributions of our employees and make every effort to recognize and reward superior performance. It is our hope that your experience with CSAS will be both personally and professionally rewarding, and to that end, we will do our part to help you attain your career goals.

Lecester (Bill) Allen President

PURPOSES AND PRINCIPLES

It is the purpose of this manual to establish and maintain a uniform system for managing personnel matters; to comply with applicable employment laws; and to provide for the standards, terms, and conditions of employment with CSAS in a clear and comprehensive manner to maximize the efficiency and orderliness of operations. It is further intended, by adoption and periodic amendment of these policies and procedures, that they serve as a guide for you in your routine work activities and relationships to the extent that the objectives of both CSAS and yourself can be achieved.

CSAS believes that the success of a business is largely due to the quality of its employees, the development of each employee's full potential, and the Company's ability to provide timely and satisfying rewards.

CSAS also recognizes that employees differ in their skills, goals, perceptions, and values; and that it is basic to human nature that conditions may arise that are either insufficiently addressed in these policies and procedures, or that result in conflicts. In such cases, CSAS will endeavor to make personnel decisions that are fair and equitable, while at all times assuring that the best interests of CSAS are served.

CSAS hereby asserts that it has the right to employ the best qualified persons available; that the continuation of employment is based on the need for work to be performed, availability of revenues, faithful and effective performance, proper personal conduct, and continuing fitness of employees; and that all employees are terminable at will unless otherwise specified in writing as a prescribed employment term. Conversely, employees deserve to be fully informed of their duties and responsibilities; to be provided with adequate administrative and supervisory direction; to be informed of their performance levels; to be compensated based on the value of their contributions; to be considered for promotional opportunities; and to be treated with dignity and respect at all times.

Therefore, the policies and procedures set forth in this manual prescribe the terms, conditions, and standards of personnel operations for CSAS, the content of which is not contractually binding upon the company. You are expected to acquaint yourself fully with the content of this manual in order to establish an employment relationship based on a complete understanding of CSAS's personnel requirements, expectations, and methods of conducting personnel matters.

Since it is the policy of the Company to encourage employee participation in all matters that affect their work, you are encouraged to offer suggestions for improvements to these policies, employment practices, or working conditions.

EQUAL EMPLOYMENT POLICY

It is the company's policy to employ, retain, promote, terminate, and otherwise treat any and all employees and job applicants on the basis of merit, qualifications, and competence. This policy shall be applied without regard to any individual's sex, race, religion, national origin, pregnancy, age, marital status, or physical handicap.

In establishing this policy, CSAS recognizes the need to initiate and maintain affirmative personnel measures to ensure the achievement of equal employment opportunities in all aspects of our workplace settings, conditions, and decisions. It is the responsibility of all employees to abide by and carry out the letter, spirit, and intent of the Company's equal employment commitment.

It is prohibited for any employee of the Company to refuse to hire, train, promote, or provide equitable employment conditions to any employee or applicant, or to discipline or dismiss an employee solely on the basis of such person's race, national origin, age, sex, marital status, religious beliefs, or physical handicap; except where the doctrine of business necessity or a bona fide occupational qualification can reasonably be established.

SELECTION, ORIEN -- ION AND EMPLOYMENT CONTINUANCE

Selection of Employees

It is the policy of the company to make every reasonable effort to hire the most qualified applicants for empiriment based on skill, ability, experience and other job-related criteria. New employees are paced in positions which best utilize their abilities and offer them the best opportunity for personal and professional growth.

Whenever possible. Company's stated practice of offering optimum career advancement for its smoloyees.

Former employees who have left the Company in good standing may be considered for reemployment. A previous employee who is re-employed will be considered a new employee from the date of re-employment unless the break in service is less than thirty days, in which case, the employee shall retain applicable benefits (unless local or state law requires otherwise).

Employee Orientation and Integration

CEAS believes that a smooth and thorough orientation of new employees results in a postive integration and the company's operations, and will lead to a more productive and satisfying employment relationship. For this reason, new employees receive an orientation prior to their report their receive information about the company's employment benefits and complete related documents. The employee's supervisor and/or the human resource department provides each new employee with such information as background about CSAS, its personnel policies, each department's organization and functions, the employee's role in helping to achieve company goals, the employee's jeb content and performance evaluation standards, job satisty, promotional opportunities, and any other information deemed pertinent to establish employees comfort.

As a new employee, you should also be introduced to your co-workers, and other supervisors and managers with whom you will be working.

Probationary Period

All new employees are hired for a probationary period of 90 days, unless a written agreement provides otherwise. In addition, promoted employees are subject to a 90 day probationary period.

The probationary period is an intrinsic part and extension of the employee selection process during which the employee is considered in training and under careful observation and evaluation by supervisory personnel. Generally, this period is utilized to train and to evaluate the employee's effective adjustment to work tasks, conduct, observance of rules, attendance, and job responsibilities, and to provide for the release of any probationary employee whose performance does not meet required standards of job progress or adaptation.

The new employee is notified in the orientation program when completion of the probationary period and a performance evaluation is due which is normally 90 days from the 1st day the employee reports to work.

00145

Before the completion of the probationary period, the supervisor evaluates the new employee's job performance on a Performance Appraisal form. Copies of the evaluation are placed in the new employee's personnel file.

Probationary periods may be extended by the Company for an additional period when it is determined that such an extension is necessary to thoroughly evaluate the employee's ability to perform the full scope of assigned duties. In these cases, the employee will be advised of the extended duration of the probationary period prior to the conclusion of the initial 90 days.

Performance Evaluation

CSAS maintains a policy of evaluating the job performance of its employees as a means of measuring efficiency and effectiveness of our operations, providing employees with meaningful information about their work, and aiding the Company in making personnel decisions related to such areas as training, compensation, promotion, job assignments, retention, and long-range planning of our operations. Evaluation of employees is intended to be participatory in nature, involving the employee's input as much as that of the rating supervisor, thereby helping you to contribute to the betterment of the Company.

During the initial year of employment, an employee is evaluated at least twice: once within the 90-day probationary period, and at the conclusion of the first year. Thereafter, evaluations are conducted annually, or more frequently as deemed appropriate by supervisory personnel.

Among the factors evaluated during formal performance reviews are the quality and quantity of the employee's work, work habits, interpersonal relations, and adaptability to job conditions. Each employee is given an opportunity to meet with the evaluating supervisor to openly and candidly discuss the evaluation before it is finalized, whereupon the employee is given a copy of the completed form.

The employee should sign the performance report to acknowledge awareness of its contents and discussion with the rating supervisor. Your signature does not necessarily mean that you fully agree with the contents of the report, and you may so state on the form before signing.

Where an employee has received deficiency ratings in any category or aspect of work that represents a significant area of job responsibility, the evaluating supervisor may recommend specific corrective action to the Department Head, and notify the employee accordingly.

Effects of Substandard Rating

Employees receiving a substance: rating or ratings may have their employment conditions affected in the following manner:

- 1. Ineligibility for promotions sonsideration until the deficiency is corrected
- 2. Withholding of a merit borse or performance-based salary increase for which the employee may have been expible, until the deficiency is corrected
- 3. Transfer to a comparable existion or demotion of an indefinite duration
- 4. Termination

Specific action(s) that may occur so the result of a substandard rating(s) will depend on, but not be limited to, such considerations as the weight or significance of the evaluation category compared to the importance of other aspects of job performance, and the length of time pertinent job factors have been observed by the rating supervisor.

Employees receiving substandard ratings will be reevaluated within three months to document the particulars of progress in deficient categories unless the rating has resulted in transfer, demotion, or termination. If the employee's performance in the deficient categories has improved to at least a standard rating, while maintaining acceptable performance in other performance categories, the Supervisor, Principal or Director of the School may recommend the implementation of any merit or performance pay increase otherwise due, and/or restoration of promotional considerations.

Disciplinary Actions & Notices

Regrettably, from time to time it percomes necessary for C.S.A.S. to issue disciplinary notices to employees in a written and/or verbal form, depending on the particular situation. These notices or actions include the following:

- A. Verbal warnings and discussions (with date noted in employees file)
- B. Written warning with a copy given to employee and placed in his/her file.
- C. Suspension from emcicyment with or without pay (See Section E page 4)
- D. Reinstatement or extension of probationary status

STATUS CATEGORIES OF CSAS EMPLOYEES

It is the policy of CSAS to categorize the status of employees in order to make distinctions in benefits and conditions of employment among employees, and to aid in a better understanding of employment relationships with CSAS. There are four (4) basic classifications of employees:

- Regular Full-time: Employees who are scheduled to, and regularly work a minimum
 of 30 hours per week on a continuous basis following satisfactory completion of the
 probationary period. A regular full time employee may be designated as exempt or
 non-exempt as explained below.
- Regular Part-time: Employees who complete a satisfactory probationary period and are scheduled to, and regularly work 16 or more but less than 30 hours per week on a continuous basis. These are not eligible to receive CSAS Benefits or accrue any form of service credits. A regular part time employee may be designated as exempt or non-exempt as explained below.
- 3. <u>Contractual</u>: Employees who are hired for a specific position that requires non-standard hours or work days, or whose job description requires a special arrangement that would be outlined separately from normal full or part time employees. A contractual employee may be designated as exempt or non-exempt as explained below.
- 4. <u>Temporary</u>: Employees holding jobs of limited or specified duration arising out of special projects, position vacancy pending appointment, the absence of a position incumbent, abnormal work loads, emergencies, or other reason established by the Company. Temporary employees may work either full-time or part-time work schedules, but will not be eligible to receive CSAS sponsored benefits or accrue any form of service credit. Temporary employees are non-exempt as explained below.

EXEMPT / NON-EXEMPT STATUS

Exempt: Employees classified by the Company as exempt are ineligible for overtime pay and other employment conditions as provided for in the Fair Labor Standards Act and applicable state laws. Generally, such employees are those occupying executive, administrative, professional or outside sales positions. Included in this group are principals, vice principals, lead teachers, teachers, school directors, supervisors, etc. (See section F page 2 for additional categories and details.)

Non-exempt: Employees covered by overtime pay and other distinctive provisions of the Fair Labor Standards Act or applicable state laws. Such employees are entitled to overtime pay for work required to be performed by the Company over 40 hours per workweek.

PROBATIONARY POLICY

It is the policy of CSAS to implement a probation period of not less than 90 days for ALL employees regardless of their status. Even contractual employees are not exempt from this arrangement. New, rehired, or promoted employees serve a prescribed period of close supervision and evaluation in order to assess their ability and adaptation. During the probationary period, employment may be terminated at the will and discretion of the Company without advance notice.

00148

As all employees are hired conditionally on the basis of continuing fitness or need, nothing contained in these policies and procedures guarantee employment for any specified length of time. Rather, employment is at the mutual consent of the employee and CSAS and can be terminated at will by the employee or the Company.

REGULAR FULL / PART TIME EMPLOYEES

There are certain specific categories of regular full or part time employees that CSAS has defined at this time. They are outlined below. This list, however, does not in any way indicate that these are the only classifications of regular full or part time positions that CSAS may choose to create.

Managers

Managers are salaried (exempt) employees who head departments and/or have other employees answering directly to them. Examples of management positions include President, CFO, Principals and Directors.

Administration

Administrative staff are generally salaried (exempt) employees who have specific responsibilities in a department, working closely under the Manager of that department. Administrative staff includes, President, Vice President, Deputy Superintendent, Division Heads and all Central Office Administration Staff.

Based on individual status at the time of employment all principals, assistant principals and directors are on a minimum 45 weeks, which may at the discretion of the president be extended to 52 weeks. Central Office Administrative staff work 52 weeks, unless otherwise stated at the time of employment.

Support Staff

Support staff are hourly (non-exempt) employees who work in a specific capacity in the company, generally under the close supervision of a Manager or administrative employee. Examples of support staff positions include Receptionist, Attendance Clerk, Janitor and Aide.

CONTRACTUAL EMPLOYEES

There are certain specific categories of contractual employees that CSAS has defined at this time. They are outlined below. This list, however, does not in any way indicate that these are the only classifications of contractual positions that CSAS may choose to create.

Not withholding the term "contractual" all employees are "At Will".

Certified Teachers

All teachers who posses a valid Michigan teaching certificate which covers the area in which they are assigned to teach (or a letter from a university or the teacher certification office indicating a pending status). Below is a list of contract-specific terms for certified teachers:

Work year: Approximately 42 weeks, beginning the fall term and ending the spring term of each school year (approximately August 25 to June 15 each year).

00149

Work Day: All teachers are scheduled to work an 8 hour day. Although classes run from 8:30a.m. to 3:15p.m., teachers are scheduled to work from 8:00a.m. to 4:00p.m., so as to allow time to be properly prepared for class and to attend to any paperwork or other matters pertaining to their classes.

Exempt status: By contract, all certified teachers are exempt employees, so they are not eligible for overtime. Certain times of the year, parent/teacher conferences and/or other school programs are scheduled. All teachers are required to work these specific times which are in addition to their normal 8 hour schedule.

Holidays/School Breaks: All certified teachers will be paid for holidays, Christmas and Easter breaks (up to one week each) provided they work the day preceding and following the break. Teachers are also paid for half days. (Staff In-Service to be determined by Administration on some half days.) The summer break, however, is not paid, and teachers are not eligible to receive unemployment benefits. This means that a teacher's salary will be divided equally into 21 portions, and paid on a biweekly basis over the 42 week period of the school year.

To be paid holiday pay an employee must work the day before and after the holiday unless written approval has been established, i.e. vacation or scheduled day off.

Permanent staff who are absent on a half day will be charged a full day against sick/personal days. If you have none, you will lose a full days pay.

Teachers will not be paid for unearned sick/personal days. In an emergency situation, a request to borrow sick days will be considered if a written request is made to the president of CSAS.

Paid leave: All certified teachers will receive sick/personal days. They are earned at the rate of 1 every two months for a total of 6 days per school term. Teachers are encouraged not to be absent unless it is absolutely necessary. The purpose and use of these days are governed by the same rules and spirit as outlined in Section 1 of this manual for non-contractual employees. Teachers who have *perfect attendance for the entire school year will be given 2 additional sick days.

*perfect attendance consist of working from the beginning of the school year till the end of the school year without taking time off.

Health Benefits: All certified teachers are eligible to apply for the employee contribution health plan that is in force for the company. However, the teacher's work year is shorter than a regular full time employee. To continue the health plan in force through the summer, the employee contribution portion will be taken out of the teacher's final check in an amount that would be equal to the total of the weeks that the teacher is off for the summer. For example, if the teacher was contributing an amount of \$12.00/week during the school year, then \$120.00 (10 weeks X \$12.00) would be deducted from his final check in addition to the normal deduction, to cover the 10 week summer break.

The above are basic guidelines describing the specifics of the Certified Teacher position. Complete details will be outlined in a specific teacher contract when developed by the company.

TEMPORARY EMPLOYEES

There are certain specific categories of temporary employees that CSAS has defined at this time. They are outlined below. This list, however, does not in any way indicate that these are the only classifications of temporary positions that CSAS may choose to create.

ESRP (Emergency Substitute in a Regular Position)

Several of our new teachers will become classified as an E.S.R.P., provided that the administration reaches an acceptable agreement with the teachers to complete the school term.

To become an E.S.R.P., the teacher needs to meet the following requirements:

- 1. Possess a minimum of a B.S. or B.A. Degree, with a major or emphasis in the area in which they are teaching 7th thru 12th grades.
- 2. Held a substitute position for at least 30 days.
- 3. A demonstrated ability to plan, organize, and deliver a daily lesson to students
- 4. A demonstrated ability to discipline and keep good order in the classroom.
- 5. Show proof of enrollment into classes leading toward a teaching certificate.

Substitute teachers

Teachers who replace regular teachers who are absent on a temporary basis. They are paid on a daily or hourly rate predetermined by their qualifications. Specific details are available from the school principal or director.

Promotion Policy

It is the policy of CSAS to promote employees to vacant or new higher-level positions when qualified employees are available or deemed suitable in all aspects, and where it is determined to be in the best interests of the Company to do so. In such cases, the promoted employee will be assigned a new anniversary date effective upon the assumption of the higher position responsibilities, and will be required to serve a probationary period of employment in the higher position.

Promotional Evaluations

An employee promoted to a higher position will receive at least one formal performance evaluation during the course of the promotional probationary period. The evaluation will carefully consider the nature, scope, and detail of the promotional position, and in what manner and circumstance the promoted employee is adapting to all conditions of the position.

Retreat to Former Position

CSAS recognizes that the responsibilities and requirements of higher-level positions may not prove suitable to a particular employee so promoted, or to the Company as determined by the performance results of the promoted employee. In the event a promotional assignment is found unsuitable by either the employee or the Company, consideration will be given to allowing the individual to retreat to a former or comparable position for which the employee possesses demonstrated skill, knowledge, ability, and interest. If no such retreat position is available, the employee may be subject to termination with the opportunity to be reheard at a later time.

Employee Suspension

CSAS will strive to resolve all employee company related concerns as diplomatically possible. However, there are certain situations that will result in an immediate unpaid suspensions: Dishonesty, suspicion of theft, threats of violence, attempted sabotage of the company, unauthorized purchases, insubordination, ,etc. This list is not all inclusive. At its discretion the company reserves the right to make judgments to suspend an employee if it feels it is in the company's best interest. (See Disciplinary Actions & Notices Section E. Page 3)

Termination of Employment

Employment may terminate because of an employee's resignation, discharge for cause, retirement, or as a result of a permanent reduction in our work force.

CSAS strives to provide all employees with fair and reasonable conditions of employment at all times. However, in order to carry out its business obligations and priorities in the most efficient manner possible, the Company adheres to the principles of at-will employment whereby the Company and employees alike can terminate the employment relationship at any time and for any reason. In exercising such a policy, the Company attempts to inform an affected employee confidentially of the circumstances surrounding a discharge.

In the case of a resignation, an employee wishing to leave employment with the Company in good standing must file a written resignation with the immediate supervisor at least two weeks prior to the effective date, stating the specific reasons for the resignation.

Terminated employees must return all school property they have used during their employment. If the employee fails to return the property, the cost of the items may be deducted from the final paycheck. The final paycheck may not be less than the equivalent of minimum wage for hours worked, unless State or local laws provides otherwise.

Layoff and Recall

A CSAS employee may be subject to non-disciplinary, involuntary termination through layoff in connection with a shortage of funds, abolition of position, or lack of need for the work performed by an employee or group of employees. In such cases, you will be given as reasonable an amount of advance notice as conditions permit.

Full-time employees will not earn vacation days, receive holiday pay, or sick/personal days during the time of layoff.

Group health insurance, life insurance, and accidental death and dismemberment end at the time of layoff. You may continue group health insurance while on layoff by paying the total monthly amount of the plan. Employees wishing to continue their health insurance should contact the Human Resource or Benefits Administrator.

Terminating employees will not receive holiday pay if a holiday falls after their last day of work.

Separated employees, unless the separation is due to gross misconduct, are eligible to continue their health insurance at their own expense under the COBRA provisions. (See Section I page 1)

Personnel Records

For the purpose of maintaining complete and accurate personnel records, employees are required to report any changes in their personal status to the personnel office. The information we need is:

- Change of address or telephone number.
- Any change affecting your tax withholding status.
- Legal change of name.
- Change of persons designated to call in case of emergency.
- Changes that would affect your insurance benefits.

This information remains confidential, and will not be released without your written approval.

PAYROLL POLICIES AND PRACTICES

It is the policy of CSAS to pay and provide other compensatory incentives to its employees in competitive and equitable manner in order to attract and retain the most capable employees, who will contribute to their own success by their contributions to the Company. To accomplish the basic intent of this policy, the Company has established the following plan, provision, and standards for employee compensation. Additionally, the types of compensation provided in this manual shall be regarded as payment in full for all employee services rendered to the company, and no employee may accept any other compensation for services performed on behalf of the Company.

Paychecks and Increases

Employees are paid every other Friday, for the pay period ending the previous Friday, 26 pay periods per year. If the regular payday occurs on a Holiday, employees are paid on the last working day immediately preceding the regular payday. On each payday, employees receive a statement showing gross pay, deductions, and net pay. No salary advances will be made, when a payday falls within an employee's vacation period.

The Executive Director of the School or the Department Supervisor may recommend merit increases for their employees in conjunction with Performance Appraisals, usually beginning after one full year of employment. The date of promotion or demotion establishes a new merit date.

Overtime

Overtime compensation is paid to non-exempt employees who work more than forty hours during the normal workweek at a rate as required by law. Overtime compensation is not normally paid in a week with a holiday unless more than forty hours are worked, unless State Law provides otherwise. All overtime compensation must be approved in advance by the Executive Director or Supervisor. Exempt employees do not receive overtime pay.

Reissuing lost or stolen paychecks

If your paycheck is lost or stolen, report it to the payroll department immediately. We will reissue a check with a choice of one of the following considerations:

- 1. A "stop payment fee" of \$25 will be charged to you. If the check has not already been cashed, then this fee will prevent cashing of the lost check and you will be issued a replacement check within 24 hours.
- 2. If you elect not to pay the \$25 stop- payment fee, we will reissue the check after 60 days if the lost check has not cleared the bank

Payroll Deductions and Attachments

Deductions from each employee's gross pay period earnings are of two types: mandatory and voluntary. Mandatory deductions are those required to be made by the Company by law, court order, or other legally compelling influence on payroll. Such deductions inclide city, state, and federal income tax withholdings, social security, and wage garnishments. Voluntary deductions are those requested by employees to be made on their behalf, and may include such items as the employee's contributions to health care, etc.

Mandatory deductions in accordance with applicable legal requirements are made automatically by the Company. However, such mandatory deductions as state and/or federal income tax where the Company must rely on information provided by an employee, is the sole responsibility of the employee to provide accurate information within legal limits.

Voluntary deductions are not made without the employee's written request or authorization. Attachments made to employee paychecks by legal authority wage garnishment, regardless of cause, are regarded as a mandatory deduction in the amount, and for the time, specified in the order. Enployees are discouraged from placing their personal financial matters into their employment relationship with the Company.

The Company recognees its obligations both to employees and laws that prohibit discrimination solely on the basis of wage attachments. However, in cases where wage garnishments directly or detrimentally reflect upon the employee's job duties and responsibilities or reflect upon the Company in a way that adversely affects its reputation or general business welfare, the employee may be subject to termination. Cases of this type will be reviewed by the appropriate Company Officer to seek corrective measures prior to a termination decision, and to ensure that all termination decisions are free of discriminatory reasoning.

Compensation Upon Employment Separation

CSAS Employees leaving our service will receive their final paycheeks within the period prescribed by faw. Final pay consists of all hours worked from the last pay period to the employee's fast day and hour of work, and any form of accrued hours deemed compensating in this manual. The final paycheck may also be reduced by the amount or value of any setoffs allowable by law, and normal deductions required. (See Section I - Page 1)

Any property issued to the employee by the Company must be returned prior to or at the time the final paycheck is provided. Unless the employee asks to pick up the final paycheck in person, it will be mailed automatically to the employee's last known address on record. Returned paychecks will be held by the Company for a maximum period of 30 calendar days.

BENEFITS, LEAVES AND HOLIDAYS

Overview

CSAS strives to provide competitive, equitable, and cost effective benefits for employees in recognition of the influence employment benefits have on the economic and personal welfare of each employee. Employees should likewise recognize that the total cost of providing the benefit program described herein is a significant supplement to each employee's pay, and should therefore be viewed as additional compensation, paid in various benefit forms, in behalf of each employee.

Benefit costs have risen sharply over the years, particularly in the area of insurance plans. These include such mandatory insurance benefit plans as workers' compensation, Social Security, and unemployment insurance whose rates are controlled by law rather than competitive insurance providers, discretionary benefits are those selected and controlled by the Company based on such considerations as cost, work force composition, operational efficiency, and desirability of benefit provisions. Where costs of discretionary insurance benefit plans exceed the Company's interest, ability, or willingness to pay the full premium rate to maintain a previous benefit level, employees may be required to share in the cost to continue such insurance plan coverage.

Additionally, should a sufficient number of employees desire a particular insurance benefit plan-without contributions from the Company, such a benefit plan may be adopted at the sole discretion of the Company and participation employees will be required to pay the entire amount of the benefit premium through payroll deduction.

Design and Modification

CSAS reserves the right to design provisions and add, eliminate, or in other ways modify any discretionary benefits described herein where and when it is deemed in the Company's best interest to do so. Under most circumstances, there will be ample opportunity to provide employees with advance notice of such modifications, and to consider the effect of the decision.

Mandated Benefits

A. Social Security

Employees and the Company are required to contribute toward federal Social Security benefits from the first day of employment. Employees need not apply for this benefit or payroll deduction — it is taken automatically by the Company. Both the employee's and the Company's contribution rates are established by law and represent a percentage of earnings. Social Security provides four basic provisions consisting of retirement income, disability, death, and retirement health care. Eligibility varies among the benefits, and entitlements are subject to individual circumstances too detailed for explanation here. Booklets explaining these details are available at your nearest Social Security office.

B. Worker's Compensation

CSAS pays the entire amount of the worker's compensation insurance premium that provides benefits to employees who experience injury or illness in connection with Company employment. Benefit entitlements are governed by state law, and if you have questions concerning your rights or benefit amounts, you should contact the Benefit's Administrator at the Executive Office, or the Public Information Officer at the state worker's Compensation Appeals Board. Benefits available to employees injured on the job consist of the following provision:

- 1. Replacement income
- 2. Temporary Disability
- 3. Permanent Partial Disability
- 4. Permanent Total Disability
- 5. Medical expenses including doctor's visitation, treatment, surgery, drugs, and hospitalization.

Compensation entitlement begins on the first full day of hospitalization, or after the third day of absence due to the injury if an employee is not hospitalized, during which employees may use accrued sick leave.

The timeliness of payments to injured employees is dependent upon the Company's ability to expedite injury reports through our insurance claims representative. Therefore, if you are injured, you and your supervisor must complete an injury report form at the earliest possible time, and submit the form to the Benefits Administrator, regardless of how minor the injury may be.

C. Unemployment Insurance

Employees may be eligible for unemployment benefits upon termination of service with the Company, depending on state law and circumstances connected with termination. After leaving Company employment, the terminating employee can file an unemployment claim with the State Employment Office, which will explain the rights, benefits, and eligibility determination process provided by state law. This benefit is paid entirely by CSAS.

Holidays

The following holidays are observed by CSAS, and all non-contract employees – normally scheduled to work on these days are given the day off with pay (excluding probationary employees). As well, the offices and schools are closed for students on these days.

Holiday

New Year's Day
Martin Luther King's Birthday
Memorial Day
Independence Day
Labor Day
Thanksgiving Day
Day after Thanksgiving
Christmas Eve*
Christmas Day

Date Observed

January 1st
Third Monday in January —
Last Monday in May
July 4th
First Monday in September
Fourth Thursday in November
Fourth Friday in November
Evening of December 24th
December 25th

Holidays that occur on a Saturday are observed on the preceding Friday, and Sunday holidays are observed on the following Monday. Should a holiday occur during an employee's scheduled vacation, the employee may either receive a paid holiday absence for the day, or extend the vacation period by the number of holidays occurring during the scheduled vacation period.

To be eligible for holiday pay, an employee must work the last regularly scheduled work day preceding the holiday and the first regularly scheduled work day following the holiday, unless the absence is approved by the supervisor, or the employee is on a paid-time-off status.

Personal Paid Leave

In establishing this policy, CSAS has intended to provide a method of furthering the health and general welfare of regular employees, as well as establishing standards to insure maximum and reasonable job attendance. Paid leave will be limited to sick/personal days earned. However, unpaid leave can be extended. Therefore, the personal paid leave policy, provided by CSAS, is not intended to be viewed as a right to be used at an employee's discretion nor as a permissive leave of absence. Rather, it is a privilege of paid time away from work duties where such absence is necessary in the following circumstances:

1. Sick Leave: Self

An employee's disabling injury, illness, or contagious condition threatening to other employees, that occurred away from the job setting, except when in connection with off-duty employment.

2 Sick Leave: Immediate Family Member

The required or necessary care or doctor's visitation of the employee's immediate family defined as the employee's spouse, child, parent, grandparent, or other dependent relative residing in the employee's household.

00158

^{*}Christmas Eve will only be paid if it falls on the normal Monday through Friday work week.

3. Paid Bereavement Leave

In the event of a death in the immediate family of any regular full time employee (spouse, child, father, mother, sister, brother) where the employee attends the funeral, the employee will be entitled to a maximum of three(3) consecutive days off with pay directly before, directly after, or directly before and after the funeral. Time thus paid will be calculated as time worked.

4. Unpaid Bereavement Leave

Additional unpaid time off (up to a total of 5 days) can be granted if requested for special circumstances. Unpaid bereavement leave can also be granted for other relatives, including, In-Laws, and other persons with close family ties.

5. Maternity Leave

A employee's pregnancy, childbirth or pregnancy-related condition.

In any case where the Company determines an employee's misuse or abuse of the personal leave policy, the employee may be subject to discipline including termination.

Eligibility.

All full time employees regularly scheduled to work a minimum of 30 hours per week are eligible for personal paid leave after the 90 day probationary period has been satisfied.

Recordkeeping & Notification

All eligible employees who are unable to report to work due to personal or other sick leave conditions are required to notify their supervisor at the earliest opportunity, but no later than one hour prior to their scheduled starting time. Employees who must leave work due to illness or sick leave condition should likewise advise their supervisor.

It is the responsibility of every employee to report the circumstances of the personal paid leave, recovery progress, and probable duration. Supervisors are responsible for verification, reporting, and record keeping of personal paid leave.

Personal Leave Entitlement

Maximum paid personal paid leave entitlement is 6 days per service year.

- 1. The entitlement starts to accumulate <u>after</u> the 90 day probationary period at the rate of 1/2 day per month, calculated in increments of 1.85 hours per bi-weekly pay period.
- 2. This means that during the first year (12 months) of employment, an employee could accumulate 4 1/2 days of paid leave entitlement and 6 days in each subsequent year of service.
- 3. The days may be accumulated to a maximum of 24.

4. Should an employee have accumulated more than 24 days by the end of any calendar year, the excess number of days (over the 24) will be paid at one-half

00159

DISCRETIONARY BENEFITS

Life/Health Care Benefits

At this time CSAS provides a \$15,000 life insurance policy to all regular full time employees. To receive this benefit you will need to fill out a form provided to you at the time of hire. This form also allows you to participate in the health care and/or dental benefits that are available for yourself and your spouse or dependents.

While CSAS covers the <u>majority</u> of the cost of the health care policy for the employee, this benefit is available only to those who wish to take advantage of it by <u>employee contribution</u> toward the policy. The employee contribution costs are outlined in a memo attached to the life/health form.

Vacation Leave

CSAS believes that employees and the company alike benefit from scheduled time for each regular employee to enjoy relaxation and recreation and to return to work in a revitalized condition. In order to provide for such absence without concern for pay continuation, the Company has adopted the following paid annual vacation leave plan.

Eligibility Full-time employees regularly scheduled to work a minimum of 30 hours per week, 52 weeks per year are eligible. Your eligibility to use accrued vacation is based on your anniversary date. Probationary employees are not eligible to take vacation, but will be given credit for accrued vacation hours once regular employment status is achieved (retroactively to the date of employment).

Accrual Eligible employees receive vacation credit for each full month of service in which the employee is actively in the Company's employment and in a paid status. Vacation credit is not earned for any month in which the employee is on a leave of absence or disciplinary suspension, regardless of the number of workdays absent for this reason. Vacation time earned over a 2-year period is the maximum which may be accrued.

Years of Service	Vacation Allotment
1-2	5 days
3-5	10 days

Vacation may be taken in a single continuous period, in separate weeks or in days.

Upon leaving the company's service, employees will be paid at their prevailing rate for earned unused vacation time. Conversely, vacation, sick or personal time used but not yet earned will be deducted from the employee's final pay.

In order to receive vacation pay, employees must take time off from work.

Receiving pay in lieu of vacation is not encouraged and will only be permitted upon special written request to be approved or rejected by the vice-president or company president.

<u>Scheduling</u> Selection of vacation dates is subject to approval by the employee's Supervisor and should be requested as far in advance as possible.

Additional non-paid vacation time

We have received requests from some employees to take additional weeks of leave in excess of their earned vacation time. At times, this is possible. At other times, it can place unusual stress on other department employees and seriously reduce department service. For these reasons, the following policy will be practiced.

- Employees may be granted up to two (2) additional weeks of time off without pay to add to their vacation time.
- Guidelines for this type of leave shall be the same as for those governing "Leave of Absence" as outlined in the Employee Handbook.
- We will attempt to honor these requests whenever we can, but we must take into consideration the effect on other employees and the needs of the company.

Leave of Absence

Regular employees may request, subject to the sole discretionary approval of the Company, a leave of absence without pay or employment benefits for a period not to exceed three months. Requests for a leave of absence should be submitted in writing to the supervisor as far in advance of the anticipated leave date as possible. The leave request must be dated, signed by the employee, and state the reason, circumstances, duration, and location of the employee during leave. The supervisor will submit his or her recommendation to the appropriate Director or President, who will approve or disapprove the leave, and so notify the employee through the supervisor. Extensions of an initial leave of absence must be requested in the same manner, but will additionally require the approval of the President.

During a leave of absence, employees will be responsible for either maintaining or discontinuing any employment-related discretionary insurance benefits.

Upon expiration of a leave of absence, the employee may be reinstated in the position held, or an equivalent one, at the time leave was granted if such a position is available. An employee who fails to report promptly for work at the expiration of a leave of absence, or who applies for and receives unemployment insurance while on leave, will be considered to have voluntarily resigned.

Upon returning from a leave of absence for 30 days or more, the employee's normal anniversary date for performance and pay review will be advanced by the number of days absent.

- H. Operators and passengers in a business-use vehicle equipped with seat belts must wear them when the vehicle is in operation, and all employees operating vehicles will observe all local traffic laws.
- I. Faculty must follow the written curriculum guidelines when teaching any activity that could result in injury to the employee or student.
- J. In all work situations, safeguards as required by State and Federal Safety Orders will be provided.

General Safety Precautions -

Listed below are some common accidents and their causes. Each employee, supervisor, or other involved person should survey the work area and work procedures frequently to eliminate these and any other unsafe condition.

- 1. Falls: slippery surfaces, uneven walkways, broken or missing railing on steps or landings
- 2. Strains: improper lifting techniques
- 3. Falling or Moving Objects: improper storage of equipment.
- 4. Striking Against Dangerous Objects: drawers left open, and improper disposal or storage of equipment
- 5. Electrical Shock: worn out equipment, plugs, cords, or ungrounded equipment
- 6. Chemical Injury: improper knowledge of safety procedures, or personal protective equipment not used.

Reporting Work Injuries

Employees who are injured on the job, or whose injuries are directly related to the performance of job duties, should report all injuries to their supervisors immediately, regardless of how minor the injury may be. If medical care is needed immediately, supervisors should assist their employees in getting the necessary medical attention promptly, after which the full details of the injury are to be reported to the Executive Director so that payment of medical and other benefits provided by law can be initiated in a timely fashion if circumstances warrant.

Should an employee experience a disabling work injury, the nature of which necessitates an absence from work, the Executive Director of the School or the Insurance Manager should provide the injured employee with information concerning his or her lawful benefits. Employees having questions concerning the payment of worker's compensation benefits are encouraged to contact either of these individuals.

Drug Free Workplace

The use, manufacture, distribution, possession or dispensing of illegal drugs in the school workplace is prohibited. All employees must sign and abide by the conditions outlined in the company's "Drug Free Workplace Statement" AEC1114.

If a school employee is convicted for a drug violation, the Executive Director must notify the President immediately. Any violation could equal termination of employment.

EMPLOYER STANDARDS AND GUIDELINES

General Conduct of Employees

An obligation rests with every employee of CSAS to render honest, efficient, and courteous performance of duties. Employees are, therefore, responsible and held accountable for adhering to all Company policies, rules, directive, and procedures prescribed by the Company through supervisory or management personnel.

- A. All employees have a duty to report, verbally or in writing, promptly and confidentially, and evidence of any improper practice of which they are aware. As used here, the term "improper practice" means any illegal, fraudulent, dishonest, negligent, or otherwise unethical action arising in connection with the operations or activities of CSAS.
- B. Reports of improper practice should be submitted through the line of administrative supervision except when the alleged impropriety appears to involve a management employee. In such cases, reports should be referred to the next higher level management employee, who will advise the President of the situation.

Security and Confidentiality

It is CSAS's policy to maintain strict control over entrance to our offices and schools, access to work locations and records, computer information, and cash or other items of monetary value. CSAS employees who are assigned keys, given special access, or assigned job responsibilities in connection with the safety, security, or confidentiality of such records, material, equipment, or items of monetary or business value will be required to use sound judgment and discretion in carrying out their duties, and will be held accountable for any wrongdoing or acts of indiscretion.

Information about CSAS, its employees, or the students in the schools it serves should not be divulged to anyone other than persons who have a right to know, or are authorized to receive such information. When in doubt as to whether certain information is, or is not, confidential, prudence dictates that no disclosure be provided without first clearly establishing that such disclosure has been authorized by appropriate supervisory or management personnel. This basic policy of caution and discretion in the handling of confidential information extends to both external and internal disclosure.

Confidential information obtained as a result of employment with CSAS is not to be used by an employee for the purpose of furthering any private interest, or as a means of making personal gains. Use or disclosure of such information can result in civil or criminal penalties, both for the individuals involved and for the Company.

the employees' base hourly rate. The employee, of course, retains the 24 days to be used should the need for personal leave arise in the future.

Personal leave benefits begin the first day of absence. If approved by the President, employees who exhaust their personal paid leave entitlement may continue their necessary absence by use of accrued vacation, and thereafter only by request for a leave of absence. Employees will not be compensated for accrued but unused personal leave upon separation from company service.

Should an employee receive disability insurance payments during paid personal leave, the employee may only use that number of personal hours which, together with such insurance payments, would not represent more than full normal pay.

5. Jury Duty

As a good citizen, each employee has the responsibility to do his/her civic duty. At this time however, the company will pay for only one day per year (with proof of service.) for time off for jury duty. Sick/personal time, if available, may be used for additional days.

EMPLOYEE HEALTH AND SAFETY

Overview

The health and safety of employees and others on CSAS property are of the utmost concernity is therefore the policy of CSAS to strive constantly for the highest possible level of safety in all activities and operations, and to carry out our commitment of compliance with an health and safety laws applicable to our business by enlisting the help of all employees to insure that public and work areas are free of hazardous conditions.

The Company makes every effort to provide working conditions that are as healthy and safe as feasible, and employees are expected to be equally conscientious about workplace safety, including proper work methods, reporting potential hazards, and abating known hazards. Unsafe work conditions in any work area that might result in an accident should be reported immediately to a supervisor. The Company safety policy or practices are strictly enforced, including possible termination of employees found to be willfully negligent in the safe performance of their iobs.

If an employee is injured in connection with employment, regardless of severity of the injury, the amployee must immediately notify the supervisor, who will see to necessary medical attention and complete required reports. In any case of serious injury, employees are to receive pampt and qualified medical attention tollowed by the filings of necessary reports. Should an ajury prevent an employee from returning to work for more than two days, the Executive Director of the School will notify the employee of employment benefits under this condition.

General Safety Rues

The following general sprety rules will apply in all Company schools and other work places. Each work unit may repare separate safety rules applicable to the specific nature of work in their area but not in conflict with these rules.

- A. No employee will be assigned to work under unsafe conditions or with unsafe tools or equipment. In the event that such a condition develops, it is to be immediately renorted to the supervisor, who will determine and initiate corrective action if necessary.
- B. Employees should pay strict attention to their work. Practical joking and horseplay is not tolerated.
- C. Warning signs and signals posted to point out dangerous conditions are to be obeyed by employees.
- -D. Employees will not take shortcuts in, or over, dangerous places.
- E. Extreme caution should be exercised by employees operating any type of equipment.
- F. Employees will avoid wearing loose clothing and jewelry while working on or near equipment and machines.
- G. All accidents, regardless of severity, personal or vehicular, are to be reported immediately to the supervisor, followed by a written incident report.

Charter School Administration Services

General Hours of Work

For full-time employees, the regular workweek consists of eight hours per day, five day per week. Most employees, but not all, are assigned to a work schedule of 8:00 AM to 5:00 PM, Monday through Friday, excluding the non-paid lunch period. However, the Company or School can assign employees to other days and hours within the workweek that begins at 12:01 AM, Sunday and ends at 12:00 midnight of the following Saturday.

Other work shifts, days, hours, and periods can be established and modified by the Company within the limits prescribed by law, based on operating conditions and requirements of the Company. With approval of the Executive Director, supervisors may grant employees the opportunity to work flexible work schedules so long as such a schedule does not diminish operational effectiveness or create an overtime liability that would not otherwise occur.

Attendance and Punctuality

Consistent attendance and punctuality are considered imperative ingredients in the Company's business operations, and therefore an integral part of each employee's performance standards based on objective measurements. Poor, uncertain, or irregular attendance produces disruptive results for Company operations, lowers overall productivity and continuity of work, and often is burdensome to other employees.

Employees are expected and required to report to their designated work locations at the prescribed time and manner that work activity is to commence. Tardiness, unexcused absence, or failure to report as required may result in disciplinary action. In the event an employee cannot report to work as scheduled, the employee must so notify supervisory personnel at least one hour prior to scheduled reporting time, or be prepared to provide evidence of extenuating circumstances. In all cases of an employee's absence or tardiness, the employee shall provide supervisory personnel with a truthful reason for the absence and, if applicable, the probable duration of absence. If circumstances render the absence duration speculative or unknown, the absent employee will be required to call supervisory personnel daily to report the status of the absence.

Excessive absenteeism, regardless of reason(s), which renders an employee insufficiently available for work will be evaluated on a case-by-case basis to determine the merits of correctional retention or termination.

Employees whose duties do not require them to leave the building in which they work must obtain permission from their Executive Director or supervisor in order to leave the premises during working hours, except for scheduled lunch breaks.

An employee shall not be required or permitted to work any period of time beyond normal quitting or starting times for the purpose of making up time lost due to tardiness, unauthorized absence, or authorized absence for which the employee is not eligible to receive compensation without prior approval of the Executive Director or supervisor.

Unauthorized Absence

An employee who is absent from his or her assigned work location or schedule without official leave approval from supervisory personnel for three or more days shall be considered absent without authorized leave. In such cases, the Company shall regard the job as abandoned and the employee automatically terminated unless the employee can provide the company with acceptable and verifiable evidence of extenuating circumstances.

Employees who are absent without notice or authorization for less than three days, and who subsequently report to work, shall provide a detailed written reason for such absence and, regardless of stated reason, may be subject to disciplinary action including termination.

Unauthorized leave or unexcused absence will not be compensated in any form by the Company, including sponsored employment benefits.

Off Duty Employment and Conduct

CSAS regards the off-duty activities of employees to be their own personal matter rather than that of the Company. However, certain types of off-duty activities by employees represent the potential of a material business concern to the Company, and for that reason, the following is established with the intent to specify conditions and guide employees.

- A. Employees who engage in, or are associated with illegal, immoral, or inimical conduct, the nature of which adversely affects CSAS, or their own ability or credibility to carry out their employment responsibilities, may be subject to disciplinary action including termination.
- B. Employees may engage in off-duty employment, provided that:
 - 1. Written approval is granted in advance by the employee's supervisor and the Executive Director of the School or the appropriate Home Office Officer.
 - 2. The employment does not conflict with the employee's work schedules, duties, and responsibilities.
 - 3. The employment does not create a conflict of interest or incompatibility with Company employment.
 - 4. The employment does not create a detrimental effect upon the employee's work performance with the company.
 - 5. The employment does not involve conducting business during hours of employment with the Company.
- C. At no time is it acceptable for an employee to socialize with the students of the schools it serves, other than at school sponsored functions (graduations, orientations, career days, etc.). The dating of students by employees is forbidden and could subject an employee to termination.

Student/Customer Relations

Employees should always remember that students, customer, and business associates come first and are entitled to the same thoughtful treatment that the employee would like to receive. They should not be treated in a condescending or impolite manner and should never be kept waiting an unreasonable amount of time.

When a student, customer, or business associate approaches an employee with a question or complaint, the employee is to give the matter immediate attention. If they become abusive or argumentative and the employee cannot properly handle the situation, the student, customer, or business associate should be referred to the employee's supervisor.

Personal Appearance of Employees

Every employee through contact with students and the public represents the Company in appearance as well as by actions. The properly attired man or woman helps to create a favorable image for the Company. Accordingly, the personal appearance of all employees shall be governed by the following standards:

- 1. Employees are expected to dress in a manner that is normally accepted in business establishments: The wearing of blue jeans, T-shirts, halter tops, see-through or low cut blouses or dresses, sun dressed, thigh high skirts, shorts or any casual attire that is appropriate for leisure activities is not permitted as it does not present a businesslike appearance. Male employees are expected to dress in shirt and tie. Female employees may wear dresses, suits, pant-suits, slacks, and other clothing that is proper for a business environment.
- 2. Hair should be clean, combed, and neatly trimmed or arranged. Shaggy, unkempt hair is not permissible regardless of length.
- 3. Sideburns, mustaches, and beards should be neatly trimmed.
- 4. Service workers should wear clothing that will permit them to do their jobs effectively.

If an employee reports for work improperly dressed or groomed, the School Director or supervisor will instruct the employee to return home to change clothes or to take other appropriate corrective action. The employee is not compensated during such time away from work.

Work Areas

Work areas are to be kept clean and orderly at all time. A general cleanup of work areas is to be accomplished at the end of the workday.

The Company is not responsible for the loss or theft of employee's personal property. Personal property should not be left unattended in the employee's work areas.

Personal Telephone Calls and Mail

Use of the Company's telephone lines should be confined to business calls. Personal telephone calls should be as brief as possible. This restriction on the use of telephones also applies in making unnecessary personal calls to fellow employees within the Company. When necessity requires that an employee make personal long distance call, the call should be charged to the individual's home number or placed collect.

In order to avoid adding to the increasing volume and cost of mail, employees may not use the Company's address in receiving personal mail. Company stationery is not to be used for personal correspondence because any communication sent out on Company stationery might be considered an official communication.

All subscriptions, memberships, etc.,. paid for by the Company are to be sent to the School and are the property of the Company, not the employee.

Sexual Harassment

Sexual harassment of employees and students by any person and in any form is prohibited.

No supervisor shall threaten or insinuate, either explicitly or implicitly, that an employee's refusal to submit to sexual advances will adversely affect the employee's employment, evaluation, wages, advancement, assigned duties, shifts, or any other condition of employment or career development.

No employee shall threaten or insinuate, either explicitly or implicitly, that a student's refusal to submit to sexual advances will adversely affect the student's grades, homework assignments, chances for employment, or any other condition affecting the student's education.

Other sexually harassing conduct in the workplace, whether committed by supervisors or non-supervisory personnel is also prohibited. Such conduct includes but is not limited to:

- 1. Unwelcome sexual flirtations, advances, or propositions;
- 2. Verbal abuse of a sexual nature;
- Graphic verbal comments about an individual's body;
- 4. Sexually degrading words used to describe an individual; and
- 5. The display in the workplace and in school of sexually suggestive objects or pictures.

Any employee who believes that he or she has been the subject of sexual harassment should report the alleged act immediately to the Executive Director of the School. All actions taken to resolve complaints of sexual harassment through internal investigations are conducted confidentially.

Violations of this policy will not be permitted and may result in discipline up to and including dismissal.

00169

00175

Solicitation

Solicitations are prohibited on Company premises whether made by employees or by individuals or groups nor associated with the Company. Unrestricted solicitation on Company premises interferes with the normal operations of the School and is detrimental to employee efficiency.

Employee Complaints

The Company always attempts to maintain a positive, productive working atmosphere. There are, however, occasions when problems or complaints arise. When this occurs, it is important that these matters be addressed so that a solution can be reached. The Company cannot assist an employee with job related concerns unless they are made known.

The Company has adopted a procedure to handle problems and complaints relating to the employee's position and working environment. Employees should exhaust the complaint procedure, outlined below, before asserting rights in any other forum:

- 1. A complaint or concern, with regard to the job, should immediately be discussed with your Department Supervisor.
- 2. If the matter is not satisfactorily resolved by the Supervisor, meet with the Executive or Assistant Director of the school who will attempt to work out a satisfactory solution.
- 3. If a reasonable solution is still not achieved, speak to the President.

We encourage employees to bring problems to the Supervisors and to use the internal complaint procedure outlined. Management will listen to all employee concerns with respect and do its best to achieve a fair resolution.

C.O.B.R.A. Consolidated Omnibus Budget Reconciliation Act **VERY IMPORTANT NOTICE**

Federal Law has been enacted requiring that most employers sponsoring group health plans offer employees and their families the opportunity for a temporary extension of health coverage called "Continuation Coverage" at group rates in certain instances where coverage under the plan would otherwise end. This notice is intended to inform you, in summary fashion, of your rights and obligations under the continuation coverage provision of the law. Both you and your spouse, if applicable, should take time to read this notice.

If you are an employee of the Company and are covered by the group health plan, you have the right to choose at your own expense continuation coverage if you loose your group health coverage because of a reduction in hours of employment or the termination of your employment (for reason other that gross misconduct on your part). If you are the spouse of an employee covered by the group health plan, you have the right to choose continuation coverage for yourself if you loose group health coverage under the group health plan for any of the following reasons:

The death of your spouse;

2. A termination of your spouse's employment (for reason other than for gross misconduct) or a reduction in your spouse's hours of employment.

Charter School Administration Services

- 3. Divorce or legal separation from your spouse; or
- 4. Your spouse becomes eligible for medicare.

In case of a dependent child of an employee covered by the group health plan, he or she has the right to continuation coverage if group health coverage under the group health plan is lost for any of the following reasons:

- 1. The death of a parent;
- The termination of a parent's employment (for reason other than gross misconduct) or reduction in a parent's hours of employment with the Company;
- 3. Parents divorce or legal separation;
- 4. A parent becomes eligible for Medicare;
- 5. The dependent ceases to be a "dependent child" under the group health plan.

Under the law, the employee or a family member has the responsibility to inform us of a divorce, legal separation, or a child losing dependent status under the plan. When we are notified that one of these events has occurred, we will in turn notify you that you have the right to choose continuing coverage. Under the law, you have 60 days from the date you would lose coverage because of one of the events described above to inform the Company that you want continuing coverage.

The Company has the responsibility to notify you that you have the right to choose continuing coverage upon the occurrence of one of the following events:

- 1. The employee's death;
- 2. A termination of employment or reduction of hours; or
- 3. The employee becomes eligible for Medicare.

You then have 60 days from the date you would lose coverage because of one of these events described above to inform the Company that you want continuing coverage. If you do not choose continuation coverage, your group health insurance will end.

If you choose continuing coverage, the Company is required to provide coverage which as of the time of coverage, is identical to the coverage provided under the plan to similarly situated employees or family members.

The law requires that you be afforded the opportunity to maintain continuation coverage for three years unless you lost group coverage because of employment or reduction in hours. In that case, the required continuation period is for 18 months. The law also provides that continuation coverage may be cut short for any of the following reasons:

- If the Company no longer provides health coverage to any of our employees;
- 2. If you fail to pay the premium for your continuation coverage;
- 3. If you become an employee covered under another group health plan;
- 4. If you become eligible for Medicare;
- 5. If you were divorced from a covered employee and subsequently remarry and are covered under your new spouse's group health plan.

This notice is provided as a matter of information only. It does not, and is not intended to, create any contractual, legal or other rights. Rather your rights are only as expressly set forth in the plan and in the federal and state law. We reserve the right to amend and/or change the plan as permitted by the terms of the plan.

00171

An Important Note

The contents of the Personnel Handbook are presented only as a matter of information. While CSAS believes in the plans, policies and procedures described, they are not conditions of employment. The Company reserves the right to modify, revoke, suspend, terminate or change any or all such plans, policies or procedures, in whole or in part, at any time, with or without notice. The language used in this handbook is not intended to create, nor is it to be construed to constitute, a contract between CSAS and any one or all of its employees.

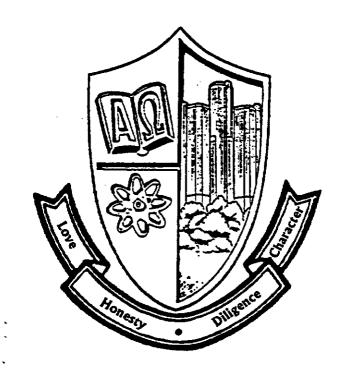
To the extent any of the provisions or policies of this handbook are in violation of federal, state or local laws, such laws shall prevail.

Disclaimer

No employee can enter into a verbal contract on behalf of the company that in anyway changes the written policies of the company as outlined in this handbook.

Academy of Dallas Charter School

Student - Parent Hand Book



"AD ASTRA PER ASPERA"
(To the Stars Through Hardships)—Motto

TABLE OF CONTENTS

Section	Page
Introduction	
Non-Discrimination Policy	
Good Faith Policy	
Mission Statement	2
Educational Goals and Objectives	
Methods	
PART I	
Section I - Rules and Regulations of Conduct	
Personal Responsibility	5
Section II - Offenses	
Class 1 - Expulsion/Suspension	
Conduct (Disruptive)	5
Destruction of Property	6
Dishonesty	6
False Fire Alarm	6
Fighting	6
Intoxicants and Drugs	6
Weapons	
Electronic Devices	
Class 2 - Suspension	
Failure to Cooperate With School Personnel	
Gambling	
Threats of Violence	
Truancy	
Class 3 - Detention/Referral or Suspension	
Contraband	
Gum Chewing	
Smoking	
Swearing	8
Section III - General Policies	_
Search and Seizure	88
Section IV - Academy for Parents	•
Academy for Parents Policy	8
PART II	
Section I	
Homeroom/Homeroom Duties	
Tardiness	
Absence	
Absence Due to Illness	
Illness/Leaving Campus	
Absence Due to Vacation	
Requesting Assignments and Pick Up Due to Absence	
Classes	

TABLE OF CONTENTS (continued)

Section III	
Dress Code	11
Dress Code Rules	12
Other Dress Code Policies	12
Uniforms	
Section IV	
Locker Regulations	13
Section V	
Lunch	14
Section VI	
Parties/Socials	14
Section VII	************
Meetings	14
Section VIII	
General Assemblies	14
Class Officers	15
Section IX	
Finances of Clubs and Homerooms.	15
Section X	
Special Activities and Programs.	15
Section XI	
Testing Program.	16
Section XII	
	16
Counseling Program	10
Counseling Program	10
PART III	
PART III	
PART III The Grading System/Assignment Format	16
PART III The Grading System/Assignment Format	16
PART III The Grading System/Assignment Format PART IV Curriculum	16 17
PART III The Grading System/Assignment Format PART IV Curriculum Credits.	16 17 17
PART III The Grading System/Assignment Format PART IV Curriculum Credits. Promotion Requirements.	16171717
PART III The Grading System/Assignment Format PART IV Curriculum Credits. Promotion Requirements. Graduation Requirements.	16 17 17 17 17 17
PART III The Grading System/Assignment Format PART IV Curriculum Credits. Promotion Requirements. Graduation Requirements. Southeast Oakland Vocational Education Center/Breithaupt Vocation Center	161717171718
PART III The Grading System/Assignment Format PART IV Curriculum Credits. Promotion Requirements. Graduation Requirements. Southeast Oakland Vocational Education Center/Breithaupt Vocation Center Minimum Competency skills For Graduation	16171717171818
PART III The Grading System/Assignment Format PART IV Curriculum Credits Promotion Requirements. Graduation Requirements Southeast Oakland Vocational Education Center/Breithaupt Vocation Center Minimum Competency skills For Graduation Honors National Honor Society/National Junior Honor Society	16171717171818
PART III The Grading System/Assignment Format PART IV Curriculum Credits Promotion Requirements. Graduation Requirements. Southeast Oakland Vocational Education Center/Breithaupt Vocation Center Minimum Competency skills For Graduation Honors National Honor Society/National Junior Honor Society PART V	
PART III The Grading System/Assignment Format PART IV Curriculum Credits	16171717181818
PART III The Grading System/Assignment Format PART IV Curriculum Credits Promotion Requirements Graduation Requirements Southeast Oakland Vocational Education Center/Breithaupt Vocation Center Minimum Competency skills For Graduation Honors National Honor Society/National Junior Honor Society PART V Merits Referrals	16171717181818
PART III The Grading System/Assignment Format PART IV Curriculum Credits Promotion Requirements. Graduation Requirements Southeast Oakland Vocational Education Center/Breithaupt Vocation Center Minimum Competency skills For Graduation Honors National Honor Society/National Junior Honor Society PART V Merits Referrals	
PART III The Grading System/Assignment Format PART IV Curriculum Credits	
PART III The Grading System/Assignment Format PART IV Curriculum Credits Promotion Requirements. Graduation Requirements Southeast Oakland Vocational Education Center/Breithaupt Vocation Center Minimum Competency skills For Graduation Honors National Honor Society/National Junior Honor Society PART V Merits Referrals	
PART III The Grading System/Assignment Format PART IV Curriculum Credits. Promotion Requirements. Graduation Requirements Southeast Oakland Vocational Education Center/Breithaupt Vocation Center Minimum Competency skills For Graduation Honors National Honor Society/National Junior Honor Society PART V Merits Referrals PART VI Tuition Bus Policy / Fees.	
PART III The Grading System/Assignment Format PART IV Curriculum Credits. Promotion Requirements. Graduation Requirements. Southeast Oakland Vocational Education Center/Breithaupt Vocation Center Minimum Competency skills For Graduation Honors National Honor Society/National Junior Honor Society PART V Merits Referrals PART VI Tuition Bus Policy / Fees. PART VII	
PART III The Grading System/Assignment Format PART IV Curriculum Credits. Promotion Requirements. Graduation Requirements Southeast Oakland Vocational Education Center/Breithaupt Vocation Center Minimum Competency skills For Graduation Honors National Honor Society/National Junior Honor Society PART V Merits Referrals PART VI Tuition Bus Policy / Fees. PART VII Admissions Policy	
PART III The Grading System/Assignment Format PART IV Curriculum Credits. Promotion Requirements. Graduation Requirements. Southeast Oakland Vocational Education Center/Breithaupt Vocation Center Minimum Competency skills For Graduation Honors National Honor Society/National Junior Honor Society PART V Merits Referrals PART VI Tuition Bus Policy / Fees. PART VII	1617171818181919



The Academy is committed to the philosophy that students in Urban areas (minority students in particular) need to learn the basics of how to succeed in a Global Capitalist Economy through their daily educational process. This educational process should start as early as pre-kindergarten and extend through adult education. Students will be given a good basic education in the 3 R's (Reading, Writing and Arithmetic) using entrepreneurship and economic success as motivation to achieve necessary educational skills. At the Academy, business ownership and/or management will be emphasized and experienced by every student to give relevance to the need to learn basic skills.

We believe good discipline is maintained through the teaching of self-discipline and self respect on the part of the student, example-setting on the part of the teacher, and cooperation on the part of the parents.

Although we are a Non-Sectarian School, we acknowledge the existence of God and believe in respect for the flag and the Constitution of the United States of America. However, any student can be excused with a written statement from his parents if his teachings or beliefs will not allow him to participate in any patriotic activities.

At the Academy, we take a positive, but also a no-nonsense approach to the education of young people. We believe that every student should be taught at their level of understanding first, then worked with, in small groups to help them reach their highest potential. However, in order for them to reach the highest potential, we must have the full cooperation of both the student and his parents, and their philosophy and objectives of education must coincide with ours. We <u>recommend</u> that all prospective parents and students read carefully this student/parent handbook before enrolling at the Academy.

Our Administration, faculty and staff are dedicated to the Education of your child and servicing you.

"A Good Spirit + A Sound Mind + A Sound Body = A Successful Person."

Lecester L. Allen School Administrator

NON-DISCRIMINATION POLICY

The Academy reserves the right to make changes to policies and offerings as circumstances may require.

This hand book is presented as a statement of institutional programming and potential offerings. This document is not to be considered a contract between the Academy and students.

The Academy pursuant to the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Elliot-Larsen Civil Rights Act, and Executive Order 11246, does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, sex, age, height, weight, marital status or handicap, nor will sexual harassment be tolerated, in its employment practices and/or educational programs or activities. Those concerned about the above should contact the: Equal Opportunity Compliance Office.

GOOD FAITH POLICY

Acting in good faith, Academy of Austin Charter School will accept students from other schools based on information given to us during parent and student interview with the School's administration. However, if this information turns out to be false or misleading, your child is subject to dismissal. Any student who has been expelled (or whose expulsion is pending) from another public or private school will not be accepted for enrollment.

PHILOSOPHY STATEMENT

The mission of this school is to offer the finest academic program possible; to improve pupil learning by creating a school with high and rigorous standards for pupil performance; to teach self discipline, honor and high moral standards; to teach students to understand the American "free enterprise system" and encourage them to fully participate; to encourage and allow the most effective teaching methods in an environment where each student is well known; to provide teachers with the opportunity, responsibility, and accountability for the management and control of the total school curriculum and environment; and to foster student, parent and community involvement through the use of community resources and partnerships.

MISSION STATEMENT

The Academy with integrated efforts of parents, educators and community will raise student achievement for every student by promoting a healthy learning environment with high and rigorous standards to assure productive participants in a global society.

OPERATIONAL GOALS:

Goal One: Creating an Environment where all students Learn.

(Curriculum)

Goal Two: Continued Improvement of Professional Skill and

Development. (Professional Development)

Goal Three: Create a Collaborative Partnership with District, Parents and Community. (Parent/Community Involvement)

Goal Four: Maximize our Management System. (School Climate)

EDUCATIONAL GOALS AND OBJECTIVES:

- 1. To provide an innovative educational opportunity for elementary through twelfth grade students.
- 2. To experiment with different learning techniques to help accelerate learning and thus to offset serious knowledge deficiencies found among many public and urban school students.
- 3. To experiment with different structures of curricula to help urban youngsters achieve grade-level education in core academic subjects and to meet grade-level expectations on standard educational tests.
- 4. To offer different school formats that are suited to current circumstances, such as extended school days and extended school years.
- 5. To provide an opportunity for students to understand the American free enterprise system through the teaching of Entrepreneurial and Business principles.
- 6. To provide an opportunity for students to learn economic concepts (such as goods, services, needs, quality, producers, product, production, markets, profit, non-profit, public property, private property, competition, etc.) and to facilitate students linking these economic concepts and terms to their daily living and career planning.
- 7. To prepare students to be wise producers and consumers.
- 8. To facilitate students in recognizing examples of quality, ethics, and teamwork in successful businesses and to prepare a plan for a business.
- 9. To investigate with students the circular flow of goods, services, labor, money and taxes between households, businesses, city, state and federal governments.
- 10. To assist students in recognizing that career/job choice relates to academic preparation and planning, personal interest skills, and knowledge of job responsibilities.

METHODS:

- 1. Present basic educational concepts so as to demonstrate how they apply to business and daily living.
- 2. Utilize state-of-the-art technology for teaching methods as well as student enrichment.
- 3. Employ State Certified teachers with innovative and resourceful techniques.
- 4. Involve local business owners and entrepreneurs in the daily curriculum.
- 5. Help students create, own and/or operate small businesses as a part of their graduation requirements.
- 6. Expose students to success-fostering an environment where they are encouraged to set high goals for their future.

PART I

SECTION: I RULES AND REGULATIONS OF CONDUCT

Personal Responsibility

Individual freedom and independence are necessarily limited when large numbers of different people must live together in a small space. Therefore, each individual must exercise more self-control and more self-discipline for the common good. Each student must assume responsibility for his own actions and for the actions of others. By using common sense, by taking pride in one's bearing and conduct, by adopting an enthusiastic outlook on life, students will enjoy the Academy all the more.

SECTION II: OFFENSES

Discipline Regulations/Administrative Authority

When there is a discipline referral, the administration will explain the nature of the referral to the student. The student may admit or deny the accusation at this time. If the student denies the nature of the supporting evidence as presented, the student may explain his or her side of the case. When disciplinary measures are administered, the student and or parent/guardian may request a conference with an administrator involved or with the next level of authority.

Readmission Conference

All suspensions must be followed by a readmission conference with the student, parent/guardian, and an administrator.

CLASS 1 — EXPULSION/SUSPENSION

1-A. Conduct (Disruptive)

A student shall not engage in any type of conduct that causes or has the potential for causing disruption or obstruction of any function, process or activity of the school.

Class 1 (continued)

1-B. Destruction of Property

Intentional destruction of property of others, defacing of walls and desks, and other such acts of vandalism cannot be tolerated. All such acts of anti-social behavior will be dealt with severely, requiring in every case that the cost of replacing or repairing the destroyed property be charged to the student or students involved. Accidental destruction of school property is not considered a disciplinary offense. However, the cost of replacing or repairing the destroyed property will be charged to the student or students involved. The removal of school property from its assigned location or the campus without permission will be considered stealing.

1-C. Dishonesty

Evidence of dishonesty (i.e., stealing, cheating, etc.) within the school is considered a grave offense, punishable with dismissal.

1-D. False Alarm (i.e., Fire, 911, etc.)

Students shall not cause to occur a false alarm within the school building, or vehicle. A student who engages in this conduct shall be reported to the Police Department in addition to a five-day suspension from school.

1-E. Fighting

The penalty for all parties involved in physical violence is a two-day suspension for the first offense and a five-day suspension for the second offense. Upon the third offense of physical violence a student may be recommended for dismissal or expulsion. A parent conference is required upon each offense. Depending upon the circumstances, there is a possibility for dismissal for initiating physical violence. Physical abuse of any type will not be tolerated, (i.e. bully or group fights, bringing of other friends or relatives to school to resolve student conflict).

1-F. Intoxicants and Drugs

Students are forbidden to possess or to use intoxicants or drugs on the school campus or in connection with any school function. Moreover, there is to be no evidence of the use of intoxicants or drugs before any school function. The possession or association with someone who possesses intoxicants or drugs on campus, at an off campus affair, or before a school affair will result in immediate dismissal from the school. Medical pills are to be turned over to the school Director for dispensing and must be accompanied by a note from the parent/guardian with clear instructions of their use.

1-G. Weapons

The possession of any weapon(s), or any direct or indirect connection with weapon(s) by students attending the Academy of Austin is considered a very serious offense and violation of school policy. All weapons, martial arts items and instruments that can be turned into weapons (pipes, scalpels, etc.) are strictly prohibited. These items will be confiscated if brought onto school property and expulsion, pending a hearing, is automatic.

Class 1 (continued)

1-H. Electronic Devices

Beepers and cellular phones are not allowed on school grounds. If a Student is found carrying any of these devices, they will be confiscated by staff and returned only to parents.

CLASS 2 — SUSPENSION

2-A. Failure to Cooperate with School Personnel

Students are required to obey all directives given by school personnel. Failure to cooperate may result in a two-day suspension for the first offense and a four-day suspension on the second offense.

2-B. Gambling

There will be no gambling in any form at any time on campus or at off-campus school functions. A two-day suspension will be given to all parties involved.

2-C. Threats of Violence

Words or actions that may threaten to do injury or bodily harm to another person or that may intimidate another person through fear for his/her safety is considered threats of violence. Students should not engage in bodily contact. The penalty is a one-day suspension with a parent conference prior to readmission. Depending on the situation, a two-day suspension could result.

2-D. Truancy

Unexcused absences and tardiness from classes, lunchroom, library, homeroom, etc., may result in a two-day suspension.

CLASS 3 - DETENTION/REFERRAL OR SUSPENSION

3-A. Contraband

In addition to all illegal items, contraband (items that are not to be brought to school) include: water pistols, toys, radios, cassette players, beepers, cellular phones, smoke bombs or stink bombs and other items that may be added to this list by the administration. Violation of this policy may result in a suspension up to five days.

3-B. Gum Chewing

Because of the potential danger to school property, gum chewing in school is not permitted. Students who have been warned regarding this policy will be issued a referral. On the second offense students may be suspended for one day.

Class 3 (continued)

3-C. Smoking

Smoking is not allowed on campus or on school trips of any kind. If a student should enter a lavatory containing smoking fumes, the student should leave immediately and inform a faculty member that the student will be returning to the lavatory after the presence of cigarette fumes has been reported. Otherwise, the presence of smoke will be associated with the student present in the lavatory at the time someone else enters. Cigarettes (cigars, pipes, etc.) are not to be brought on campus at any time. Use or possession may result in up to a five-day suspension or dismissal.

3-D. Swearing

Swearing, obscene language and obscene gestures are forbidden at all times in school and at either on-campus or off-campus functions. Use of obscene language may result in a one-day suspension. Continuous use, which results in two (2) or more suspensions, is grounds for expulsion pending a hearing.

SECTION III: GENERAL POLICIES

Search and Seizure

GENERAL SEARCHES — General Searches of school property may be conducted at any time by school personnel for the purpose of enforcing school regulations concerning health, safety or order.

SPECIFIC SEARCHES — Any search of school property assigned to a specific student may be made if school authorities have reasonable cause to believe that the property contains an item, the possession of which constitutes a crime or code violation, is a threat to the health or safety of the student or others, or threatens a disruption of the education process.

SECTION IV: ACADEMY FOR PARENTS POLICY

The administration and staff of the Academy is committed to bringing about cooperation and understanding between parents, the students and school staff. The main focus of the Academy staff is to provide a school climate that fosters an unobstructive student learning environment. One way the Academy is doing that is through parent participation in the Academy for Parents.

The Academy for Parents is an intensive two hour course of instruction to develop an atmosphere of support and encouragement between the parent and the school. The Academy for Parents will assist parents in learning:

- how to develop and effective attitude toward school staff.
- how to recognize and move past the roadblocks that stand in your way (negative preconceived information).
- what to do before the school year starts.
- how to establish a yearly positive parent communication with the schools.

- how to involve parents in their children's homework.
- what to do when problems arise.
- how to contact the school about a problem.
- how to use home-school contracts.
- how to develop a plan for conducting parent/teacher conferences.
- how to deal with difficult situations.
- appropriate language and approach to resolve a concern with the school or staff.

There will be two phases of implementation for the Academy for Parents. Phase One will convene during the mandatory pre-enrollment orientation. This session is held prior to the students' enrollment at the Academy and all parents are required to attend.

Phase two of the Academy for Parents is designed for parents who have exhibited uncooperative behavior toward any Academy staff member (i.e. cursing, failure to cooperate, yelling, intimidating body gestures, threats, dictating school policies and others). When these actions have occurred during any contact with any school staff member, parents will be required to appear before an appointed review committee to determine the future enrollment status of their child.

PART II

SECTION I

Homeroom/Homeroom Duties A.

- 1. When the first morning bell rings, students must report immediately to their homeroom where they will meet their homeroom teacher.
- When the second morning bell rings, students are to be quiet and prepare for morning 2. activities which will begin with the National Anthem and followed by the Pledge of Allegiance and announcements.
- 3. As a sign of respect for God and country, students must stand erect for both Pledge and National Anthem, no matter where he/ she is during official school functions. However, any student can be excused with a written statement from his parents if his teachings or beliefs will not allow him to participate in any patriotic activities.
- 4. Detention, special activities and work squads are 3:15 to 4:15 p.m. Students are assigned classroom duties which must be performed after regular school hours.

These duties include:

- (a) Erasing the chalk boards.
- (b) Returning chairs to normal position.
- (c) Clearing the teacher's desk.(d) Turning off lights and fans.
- (e) Sweeping floor.
- Returning all borrowed chairs/desks to the proper places.
- 6. Students are not allowed to remain in classrooms after dismissal unless staff or teachers are present.

Section I (continued)

B. Tardiness

- 1. Roll call is taken during each homeroom period immediately after Pledge and National Anthem. Students not present in homerooms at 8:40 a.m. are considered late and must be sent to the main office for an admit slip and present it to the teacher.
- 2. Two (2) times tardy per week = 1 detention
- 3. Three (3) times tardy per week = 1 referral
- 4. Excessive tardiness is liable to suspension or expulsion.
- 5. Throughout the day, students must be in their assigned classrooms. If for any reason the student is late for class, he must present the teacher with an admit slip from the main office.

C. Absence

- 1. Students are expected to be in attendance every day of the school year, as absence from school is always detrimental to their progress despite the reason(s).
- 2. When students have been absent, parents or guardians must send letters of explanation. These letters must be presented to the main office when student returns. An admit slip is given to the student who will present it to each class teacher.
- 3. Students have the responsibility to make up their class work or tests after their absence. Failure to do this within two weeks will result in students obtaining a failing grade.
- 4. When students have been absent from school for 20 days during the year, they may be required to repeat the year or discontinue their studies at the Academy.

D. Absence Due to Illness

When it is known that a child will be out of school for longer than two days, parents may request work that will be covered. Generally text and workbook material can be adequately assigned. Work sheets that are reproduced are not always available in advance. In these cases, children will be given sufficient time upon return, to complete these assignments. Faculty members are expected to give the student whatever extra tutorial help is necessary to bring the student back to the level of the rest of the class.

E. Illness/Leaving Campus

- 1. Students who become ill must obtain permission from the office to be excused from class. Sick students will only be released to the custody of parents or guardians after the office has inquired if someone is home or not.
- 2. Permission to leave the school campus at any time must be obtained from the main office.
- 3. Any visitor to the school must receive clearance from the main office before seeing a student. Sign in is required and a pass will be issued. Failure to report to the main office upon entering the building may result in arrest.

Section I (continued)

F. Absence Due to Vacation

School planned vacation time is ample. Parents are asked not to request early vacation dismissal or late return, as well as additional vacation time during the school year. This places an additional burden on the child as well as the teacher. Tests and quizzes cannot be made up.

G. Requesting Assignments and Pick Up Due to Absence

All requests for assignments are to come through the School office. Information will be passed along to the child's teachers. All material and assignments can be picked up after the school day in the School Office. Parents should not interrupt the classroom teacher during the school day for these requests.

Following this procedure will enable us to maintain a more efficient means of gathering and returning work to your child.

SECTION II

A. Classes

- 1. Students are to remain in class at all times. There is ample time between each class for the students to get a drink of water or go to the bathroom.
- 2. If for any reason, students must be out of class, permission must be obtained from the teacher first. A pass must be carried.
- 3. Students are considered late after 8:40 A.M., and must report to the main office for an admit slip.
- 4. Physical Education is compulsory. If for health reasons students are not able to participate in P.E., a medical certificate must be presented to the P.E. teacher.
- 5. For P.E. classes, students must be properly dressed. (See Dress Code).
- 6. State law requirements must be met in order for a student to graduate.

SECTION III

A. Dress Code

Each school has its own style as well as its philosophy and standards. The external style is that of academic and spiritual challenge. It has been, and remains the conviction of our Trustees that this combination aids toward academic work, and fosters real growth and achievement; it is opposed to the superficiality of changing fads in outward styles and minimizes materialistic dress competition.

School dress should be in harmony with the standards, philosophy and style of the school so that all parts of the school program are complementary. Costumes, particularly of bizarre or disorderly appearance, distract from the educational process and an atmosphere of responsibility and seriousness.

00185

B. Dress Code Rules

Dress Code Rules will be strictly enforced. All students and parents should take this into consideration before enrolling at the Academy. Students who willfully do not adhere are subject to suspension or expulsion.

- 1. Students must appear in clean uniform each school day.
- 2. No student will be permitted in school out of uniform. Upon an infraction, the parents will be contacted and the student sent home unless a satisfactory solution is found.
- 3. New students who enroll after the school year has started will be given one week to get their uniforms, before the dress code rules apply.
- 4. If a new student must be out of uniform, he/she must be dressed neatly and modestly in dark pants or skirt and white shirt or blouse. No hats, jerseys, jeans or tube tops will be permitted.
- 5. During casual day (one day every two weeks-if earned) students may dress out of school uniform and girls may wear pants.
- 6. No excessive make-up or excessive jewelry will be allowed. However, the student may wear a ring for the finger, a chain and a wrist watch; and the ladies, a pair of earrings and a pair of bracelets.
- 7. Students must wear their complete uniform for all official functions, which include school outings, field trips. and special assemblies, etc.
- 8. Young men may not wear earrings to school.

C. Other Dress Code Policies

Some items of the Dress Code may be purchased or ordered from the school. Other items can be purchased at a store of your choice, provided they meet the school color code of dark brown and pale yellow.

Beige, tan, light blue or medium blue pants, skirts, blouses, or shirts do not meet the Dress Code requirements. A suggested list of stores who carry acceptable uniform colors, as well as our selected uniform company, will be given to parents upon enrollment or as soon as available.

Casual Day (specific days will be announced). On casual day, students may wear clothing of their own choosing as long as their dress is not bizarre, or disorderly in appearance. Modesty is the pass word. Girls may wear pants only on casual day, as well as to and from school during inclement weather.

Section III (continued)

D. Uniforms

Lower school and upper school (Kindergarten through 12th grade)

Boys:

- 1. Solid dark brown pants (dress pants are preferred, corduroy is acceptable, but not jeans).
- 2. Pale yellow, button-down, dress shirt (no Polo, pull-overs or turtlenecks).
- Solid dark brown tie or school tie.
- 4. Black or brown socks only.
- 5. Black or brown belt only.
- 6. Solid dark brown cardigan sweater or V-neck sweater with school emblem optional (no vests).
- 7. Solid dark brown blazer (with school emblem).
- 8. Brown or black dress shoes.
- 9. Athletic attire for gym along with gym shoes (where required).

Girls:

- 1. Brown plaid skirt or jumper of school material. Girls may not wear pants except to and from school in cold weather and on casual day.
- 2. Pale yellow blouse (sweaters may not be worn in place of a blouse).
- 3. Brown or pale yellow socks or brown or black tights.
- 4. Flat brown or black dress shoes.
- 5. Solid dark brown cardigan sweater, V-neck, button-down or pullover (school emblem optional).
- 6. Solid dark brown blazer (with school emblem).
- 7. Athletic attire for gym along with gym shoes (where required).

SECTION IV

Locker Regulations

- 1. Lockers may be provided for each student. They are equipped for combination or padlocks and are to be used by students for securing their books and personal belongings.
- 2. Students are responsible for their own locks. The school is therefore not responsible for lost items.
- 3. Students are responsible for the lockers assigned to them. Locks must not be broken off unless permission is granted by the office.
- 4. All lockers are to be emptied at the end of each semester.
- 5. All lockers belong to the school; therefore, a locker check will be carried out periodically.

SECTION V

Lunch

- 1. Lunch must be eaten in the designated area unless otherwise specified.
- 2. During lunch time, students are not allowed in or around teaching areas.
- 3. Students are not allowed to go off campus for lunch.
- 4. Students are expected to keep the dining area clean.
- 5. Permission must be granted by the office for lunch to be delivered to students by parents.
- 6. No kind of gum is allowed on the campus.
- 7. Students are not allowed to be in or eat in the class room or hallways at lunch or break time unless otherwise specified. A referral will be issued for consuming food at locations other than the designated lunch area.

SECTION VI

Parties/Socials

Permission from the office must be obtained for all parties or social gatherings in the name of the Academy, whether these are on or off campus.

Alcoholic beverages are not allowed at any social event or anywhere on school property. Smoking is prohibited. Students found engaging in illegal drugs will be expelled.

Scheduling of social activities is to be cleared through the office.

Organizations, individuals or classes having parties must clean up the premises before leaving.

All socials, etc., must be adequately chaperoned by teachers and/or parents and guardians.

SECTION: VII

Meetings

- 1. No meetings are to be held during or after school unless a school administrator and/or teacher is present.
- 2. Official meetings are to be scheduled at least one (1) week in advance. This information is to be given to the office and to the person in charge of the bulletin boards.
- 3. No more than two (2) official meetings may be held on any given day.
- 4. Official meetings are those sanctioned by the administration. Classrooms may be used for these meetings. Rooms used for such purpose are to be left in good order.

SECTION: VIII

General Assemblies

1. The Academy has established an activities period which is now held at least once a week. This period is designed to broaden the cultural experience of the students by providing guest speakers, movies, music, discussions, rap sessions, and any other aesthetically uplifting experience. Students are encouraged to take full advantage of these opportunities.

Section VIII (continued)

- 1. Some of this activity time may be scheduled for study and giving assistance to students in need of extra academic help.
- 2. At Assemblies
 - (A) Students must stand to acknowledge the President, Principal and guest(s).
 - (B) Students must rise promptly and stand for the Pledge to the Flag, National Anthem and other designated songs. However, any student can be excused with a written statement from his parent if his teaching or beliefs will not allow him to participate in any patriotic activities.
 - (C) Courtesy and respect are the watchwords at all assemblies.
 - (D) During assembly periods, students are to sit in homerooms with upper grades starting at the back of the auditorium, i.e., 12 to 7, and 6 to kindergarten.

Class Officers

In order for a student to be a class officer, he/she must maintain an overall C average and be approved by the administration. Class officers will include a president, vice-president, secretary and treasurer.

SECTION IX

Finances of Clubs and Homerooms

- 1. All activities, homeroom and clubs are to keep their financial accounts with the Director. No activity, homeroom, or club is to have a bank account other than the one with the Director.
- 2. Homeroom, club and activity accounts are to be endorsed by the responsible teacher and the treasurer. Withdrawal slips available from the Director are to be completed at least 24 hours before any withdrawal from such accounts are finalized.
- 3. Special collections in school will be taken by the homeroom treasurer under the supervision of the homeroom teacher. Funds of this nature are to be turned in to the Director. Permission from the Director must be received before such collections.
- 4. Any fund-raising activities held on or off campus in the name of the Academy must have the approval of the President. Forms for said permission are available from the Director and must be completed and returned to the Director at least one week prior to the anticipated date of the activity.
- 5. Money is never to be left in a classroom overnight.

SECTION: X

Special Activities and Programs

School Rings:

Available only to high school students, orders are made in the fall and delivery will be before Christmas

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Section X (continued)

Art Auction: Annual Fund Raiser for the library - auction of majors works of art by a

variety of talented artists

Student Council: Promotes student activities and responsibility

Book Fair: An opportunity to participate in our Book Fair promoting interest in

reading and sharing books

Read-A-Thon: To increase inter-class competition in the school reading program

Government Day: To promote student interest in local government and important issues

facing the country

Entrepreneur/ Presentations or activities involving business people from

Business Expo: different careers and professions

SECTION XI

Testing Program

Students will be tested in all academic areas in October of the school year using the Metropolitan Achievement Test (MAT) and again in May using the Metropolitan Achievement Test (MAT). The school may change the standardized test from year to year based on student need and/or state requirements. The Academy may also participate in a state-wide testing program.

SECTION XII

Counseling Program

The Counseling program at the Academy is designed to assist students in their educational adjustments. Individual counseling focuses on problem solving and understanding personal growth and development. Students in high school also have the benefit of individual career development and college placement assistance.

PART III

A. The Grading System

- 1. The five point marking system A, B, C, D, F, is used in all subject in reporting the students progress in Grades one through twelve.
- 2. Kindergarten will use a different reporting system.
- 3. Grades are issued each quarter.

B. Assignment Format

1. Students must have the required books and equipment for each class. Students should identify

their property. Since books are expensive students are encouraged to cover their books.

- 2. No student will be allowed in class without the proper equipment.
- 3. Lost items will be sold at minimum cost if not collected within 2 weeks after notice is given.

PART IV

A. Curriculum

All subjects, except electives are compulsory (see proposed curriculum 7th through 12th grades).

B. Credits

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- 1. A unit (credit) is given per year for each 3-5 hour per week subject passed. A half unit or credit is given for subjects meeting 2 or less times per week. (Based on a yearlong class.)
- 2. Teachers must notify parents before submitting failing grades for inclusion on a student's transcript.

C. Promotion Requirements

In order for any student to move from one grade level to the next, he or she must pass three of the following four major subjects: Social Studies, Science, Language Arts and Mathematics. If three of the four major subjects have a cumulative grade of an F, the student may be required to repeat the grade and not be promoted to the next grade level.

D. Graduation Requirements: 24 Credits earned in grades 9 through 12.

Academic Program (College Preparatory):

- 4 Credits Higher Level Mathematical Studies (Pre-Algebra, Algebra, Geometry)
- 4 Credits English Studies (Language Arts)
- 3 Credits Social Studies
- 4 Credits Physical Education
- 3 Credits Science
- 2 Credits Foreign Language
- 2 Credits Computer Science
- 1/2 Credit Health (State Requirement)
- 1/2 Credit American Government (State Requirement)
- 1 Elective

Standard Program (General Studies):

- 3 Credits in Mathematics
- 4 Credits in English Studies (Language Arts)
- 3 Credits in Social Studies
- 4 Credits in Physical Education
- 2 Credits in Science
- 1 Credit in a Foreign Language
- 2 Credits in Computer Science
- 1/2 Credit Health (State Requirement)
- 1/2 Credit American Government (State Requirement)
- 4 Credits (Electives)

Part IV (continued)

The school reserves the right to accept or reject high school credits that were obtained at other institutions. Credits may be granted by the Administration for participation in a workstudy program.

Vocational Center

Students may have an opportunity to participate in a program at an area vocational center. Programs are usually available to interested students. When students spend half of the school day at a vocational center, credits are granted by the Academy for attendance at the center.

Minimum Competency Skills For Graduation

All Seniors must demonstrate an acceptable level of reading and mathematics competency based on an acceptable national achievement test or the State High School Proficiency Test. The acceptable reading and mathematics level will be based on national and state averages and may vary from year to year. Students who test below this average may be still granted a diploma that will reflect attendance.

Honors

A list of students who have achieved honors will be posted by the office at the end of each quarter. The list consists of "A" Honor Roll (Principal's List) and "A & B" Honor Roll students. Recognition will be given for outstanding academic achievement at Awards Assemblies.

National Honor Society/National Junior Honor Society

The Academy is affiliated with NHS/NJHS and has an established chapter of each group on campus. The Mary McLeod Bethune Chapter of the NHS consists of students in grades 10, 11 and 12, and the Charles Richard Drew Chapter of the NJHS includes students in grades 7, 8 and 9. Membership requires an honor roll average and the nomination and recommendation of the faculty based on scholarship, leadership service and character.

PART V

Merits

The Academy feels that students who give of themselves in an extraordinary manner both socially and academically should be encouraged periodically by giving them special recognition.

This recognition will come in the way of merits; and over a specific period of time, to be determined by the school's administration, students and other families will be recognized in a general assembly.

- 1. Students may earn merits for themselves and their families by performing and/or giving of themselves in an extraordinary manner both socially and academically.
- 2. Recognition will be given periodically to the homerooms, and families of individuals accumulating the greatest number of merits over a specific period of time by the administration of the school.
- 3. Merits will be given out only by the Principal and/or Director.
- 4. Teachers, other staff and students may make recommendations to the Principal and/or Director for students to receive merits or demerits.

Part V (continued)

Referrals

Regretably, some students will continually do things that are a discredit to themselves and their family. However, sometimes these acts by themselves are not serious enough to warrant suspension or expulsion. Therefore, we will keep a written record and notify his/her parents and give one referral for each incident.

- 1. Referrals are given by school personnel and subject to final disposition.
- 2. A student accumulating three referrals in one week is liable to suspension.
- 3. Ten referrals could result in expulsion.
- 4. Referrals may be canceled out by merits.

PART V

Tuition

As a chartered public school, there are no tuition fees, however, certain extra-curricular activities such as beyond the school day, transportation, uniforms, etc., have charges associated with them.

Students who arrive to school prior to 8:15 a.m. and/or remain after 3:15 p.m. will be required to enroll in a beyond the school day program at the parent's expense. Exceptions would include detention and some extra curricular activities. Parents who do not pick up their children at the time of dismissal will be responsible for paying Beyond the School Day fees. Failure to pay such fees will result in the dismissal of said student(s) until the issue is resolved.

Students who are suspended (or expelled) will not receive any fee refund or credit. No Exceptions

Bus Policy / Fees

Transportation to/from school is not provided by the Academy of Dallas. We are not required by law to provide any transportation; this is a parent responsibility and you may make any arrangements that best suit your needs, such as car pools, etc. However, as a service provided to help working parents, we have contracted with a transportation company to provide a bus service for those who need it.

If a parent elects to use bus service contracted through CSAS, Inc. (Charter Schools Administration Services) a bus policy must be signed and bus fees must be paid according to CSAS policies. Bus transportation will be charged regardless of absences, illness, suspensions, etc., due to the fact that we are charged this way by the transportation company. Failure to pay bus fees on time will result in the immediate termination of services.

PART VII

Admissions Policy

The Academy (Charter School) is open to the general public for the admission of students in kindergarten through the twelfth grade, who have an expressed interest in and commitment to the school's curriculum and methods of teaching, and who are residents of the State where the Academy is located.

The availability of applications for admission to specific grade levels will be made public for a minimum of two weeks per school year. Notification of application and enrollment dates will be published in a local daily or weekly newspaper.

If more applications are received than openings are available in the various grade levels being offered each semester, applications will be randomly selected for evaluation and admission (subject to limited exceptions discussed below). No student will be discriminated against on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color, national origin, and/or other basis that would be illegal if used by a school district. However, each selected applicant and the applicant's parents or guardians may be interviewed by the school's admission committee to assess interest and commitment toward the school's curriculum and policies. Both the student and the parent (or guardian) will be asked to sign a contract (pledge) to abide by school policies. Students 6th through 12th grade will be asked to provide a short written statement as to why he or she would like to attend the Academy. All State and Federal law applicable to public schools concerning church-state and civil rights issues will be complied with.

There will be two limited deviations from a purely random student selection process.

First, once the initial student body is selected, priority <u>may</u> be given to siblings to keep the family unit intact as well as to minimize the logistical transportation problem associated with having multiple children attending different schools.

Second, once a student has been enrolled at the academy, he/she will be permitted to enroll in succeeding school years as long as the appropriate grade levels are offered at the academy, the student and parents express a continued interest in the curriculum offered and he/she reapplies during open registration periods.

If openings remain after the official enrollment period, students will be admitted on a first-come, first-serve basis throughout the school year. If openings do not exist for the desired grade levels after the official enrollment period, applicants will be placed on a waiting list. When openings occur, students will be placed from the waiting list on a first-come, first-serve basis.

The Academy does not charge tuition; however, latchkey, transportation, field trips and other fees permitted by law will be charged when and where applicable.

The school does not have any current plans to participate in a foreign exchange program. If the school does elect to participate in the future, then it may enroll foreign exchange students who are not United States citizens.

The Academy will be happy to accept your child for enrollment on a 30 day probationary period of time pending the receipt of records from his/her previous school confirming the following:

- 1. The student has successfully completed work required to be admitted to the grade level for which application is being made.
- 2. The student was not expelled nor was expulsion pending.

Part VII (continued)

Re-enrollment Policy

Students continuing with the Academy from one year to the next will be offered reenrollment if the following circumstances have not arisen during the previous school year:

- 1. A lack of parental attendance at all Parent/Teacher conferences,
- 2. Unexcused absences totaling more than 20 days,
- 3. Excessive tardiness,
- 4. Ten or more Disciplinary Referrals,
- 5. Failure to reenroll during the re-enrollment period,
- 6. Three or more suspensions,
- 7. Failure to adhere to the Parent/Student Contract, or
- 8. Failure to conduct oneself in a cooperative and orderly fashion.

The administration reserves the right to wave portions of the re-enrollment policy at their discretion. Such waiver is exclusively limited to this immediate one time situation.

Students who have not physically reported to school during the first three days of school may be dropped from the student roster.

Academy of Dallas Charter School Parent/Student Contract

PARENT INVOLVEMENT: Academy of Dallas Charter School is a new school based on the concept that parent commitment, involvement and participation is critical to the success of a child's educational process. During this process, each child will encounter different challenges and situations that will need the attention of the school administration, staff and their parents/guardians. With this in mind, we are requiring as a part of our admission that parents and students (4th grade and above) subscribe to the goals and pledges as outlined in the Parent/Student contract.

GOOD FAITH AGREEMENT: Acting in good faith, Academy of Dallas Charter School will accept students from other schools based on information given to us during parent and student interview with the School's administration. However, if this information turns out to be false or misleading, your child is subject to dis-enrollment. Any student who has been expelled (or whose expulsion is pending) from another public or private school will not be accepted for enrollment.

Parent Goals and Pledges

- 1. To fully endorse and support the policies and educational goals as outlined in the student/parent handbook.
- 2. To accept as a part of my child's enrollment and continuous attendance at the Academy I have agreed to all stipulations as written in phases one and two of the Academy for Parents policy.
- 3. To actively participate in school activities, parentteacher associations and fund-raisers.
- 4. To volunteer a minimum of two hours per week or as requested by school administration.
- 5. To attend or send an adult representative to every parent/teacher conference.
- 6. To seek other community, business and corporate support in the way of gifts, grants and volunteers in the classroom and extra curricular activities.
- 7. To accept a goal of raising or contributing funds each semester per each student to enhance and expand the business and entrepreneurial curriculum.
- 8. To take an active position in assisting my child(ren) with the completion of homework and bring specific needs to the attention of his/her teacher(s).

I have read and discussed the contents of the student/parent handbook and this contract with my child(ren) and I agree to abide by them.

teacher(s).

Signature of Parent

Date

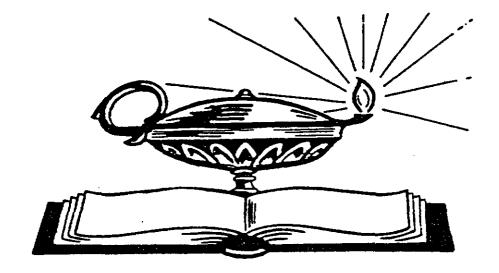
Student Goals and Pledges:

- 1. To behave in a way that shows respect for myself, teachers, peers and others as well as school property.
- 2. To do my best academically, physically and emotionally.
- 3. To refrain from smoking, using drugs or alcohol.
- 4. To attend school daily, and arrive on time.
- 5. To complete and return homework on time.
- 6. To adhere to the school dress code.
- 7. To ask for help when needed.
- 8. To follow all the policies listed in the student/parent handbook.

I have discussed the contents of the student/parent handbook and this contract with my parent(s) and I agree to abide by them.

Signature of Student

Date



ASSURANCE REGARDING CONTENT OF APPLICATION FOR CHARTER

I, Leces Ter Alle, affirm that the contents of all applications for an open-enrollment charter submitted for the September 1998 selection round on behalf of Dallas Acadeage For Dallas (sponsoring entity) are identical except that the application for a charter to serve students under Section 12.1011(a)(2) (the "seventy-five percent rule") includes an answer to Question No. 11, regarding plans for serving students at-risk of dropping out of school.

I represent that I have been properly delegated authority to sign this document on behalf

DA I/As ACADEM 7

of ACADEM of Da/A (sponsoring entity).

Signature: Levert L. Aller Dallas Aupens

On behalf of Academy of Dallas (sponsoring entity)

On benzin or Acade wy of Mallas (sponsoring endry

Date: 8-4-98

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FAX COVER SHEET

DATE 8-4-98 TIME
FASTEST WAY TO GET TO YOU, IS TO FAX IT!!
ro: DR. Pat Pringle
COMPANY:
PHONE #:
FAX #:
ROM: DR. Wilhelmina Hall
HONE#:
AX#:
UMBER OF PAGES INCLUDING COVER SHEET:
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"Board)

CONTRACT FOR CHARTER

This contract is executed the 191 day of Duby 1998 between the Texas Fo the Board of Education State Academy of America d/b/a Ballas Academy ("Charterholder") cw open-enrollment charter to operate a Texas public school.

General

Definitions. As used in this contract: 1.

> "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. 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 #701-98-016; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board; (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); and (f) assurance by Charterholder, evidenced by execution of this contract, that no false information was submitted to the Agency or the Board by Charterholder, its agents or employees in support of its application for charter, .
- 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.
- Alienation of Charter. The charter may not be assigned, encumbered, 4. 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 October 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 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 <u>land</u> 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. <u>Public Education Grant Students</u>. Charterholder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant, including those students who reside outside the geographic area identified in the charter application, under Subchapter G, Chapter 29, TEC.
- 10. <u>Non-discrimination</u>. 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) <u>Services to Expelled Students</u>. 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) <u>Due Process Hearings</u>. 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.
- <u>Notice</u>: 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. <u>Criminal History</u>. 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 or an employee, officer, or board member of a management company contracting with the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee, volunteer, or management company 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 require that employees, volunteers or agents of Charterholder or the charter school report child abuse or neglect directly to an appropriate entity listed in Chapter 261, Texas Family Code.
- 15. <u>Notice to District</u>. 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. <u>School Year</u>. Charterholder shall adopt a school year with fixed beginning and ending dates.

Financial Managment

- 17. <u>Fiscal Year</u>. Charterholder shall adopt a fiscal year beginning September 1 and ending August 31.
- 18. <u>Financial Accounting</u>. Unless otherwise notified by the agency, 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. <u>Federal Requirements</u>. Failure to comply with Internal Revenue Service withholding regulations shall constitute a material violation of the charter.
- 20. Workers' Compensation. Charterholder shall extend workers' compensation benefits to charter school employees by (1) becoming a self-insurer; (2) providing insurance under a workers' compensation insurance policy; or (3) entering into an agreement with other entities providing for self-insurance.
- 21. 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.

- 22. <u>Attendance Accounting</u>. 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.
- 23. Foundation School Program. Distribution of funds to the charter school under Section 12.106, TEC, is contingent upon charterholder's compliance with the terms of the charter. Charterholder is ineligible to receive Foundation School Program funds prior to execution of this contract by the board. 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.
- 24. <u>Tuition and Fees</u>. 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.
- 25. <u>Assets of Charter</u>. 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.
- 26. <u>Indebtedness of Charter.</u> 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.
- 27. 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.

28. <u>Non-Charter Activities</u>. 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

- 29. 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.
- 30. 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.
- 31. <u>PEIMS Reporting</u>. Charterholder shall report timely and accurate information to the Public Education Information Management System (PEIMS), as required by the commissioner.
- 32. 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.
- 33. <u>Disclosure of Campaign Contributions</u>. Charterholder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.
- 34. <u>Indemnification</u>. 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.
- 35. 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.
- 36. 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. Facilities occupied and used as charter school facilities shall comply with all applicable laws, including, but not limited to, the Texas Architectural Barriers Act, Article 9102, Vernon's Texas Civil Statutes.

Enforcement

- 37. 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.
- 38. 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.
- 39. 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 paragraphs 2, 3, and 20; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.

This Agreement

- 40. 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.
- 41. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.
- 42. 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).
- 43. 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.
- 44. <u>Venue</u>. Any suit arising under this contract shall be brought in Travis County, Texas.
- 45. Governing Law. In any suit arising under this contract, Texas law shall apply.
- 46. 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 20 day of 0 00, 1998.

Texas State Board of Education

By Dr. Jack Christie

Chairman

Charterholder

Texas Education Agency Review Of Applications for Approval of Open-Enrollment Charter Schools

Name of Proposed Charter School: Halow & Dallas
Legal Review:
Governing Board Specified V
Geographic bounds ULV C
Admission policy / L
Church/State \(\sigma\)
Facility agreement sufficient
Non-profit/IRS status 1
Tax Return of

Reviewer/date

Texas Education Agency Review Of

Applications for Approval of Open-Enrollment Charter Schools (cm)
Name of Proposed Charter School: Mademy of Autin Scaument Checklist of requirements:
Two copies of application Two original signatures on Assurances
Evidence of parental/community support
Litigation history Policy for Peg Students
NOTES:

Texas Education Agency Review Of Applications for Approval of Open-Enrollment Charter Schools

Name of Proposed Charter School: Wadley of Austin, Beaument, Walles 4 Dan Antonio
Programmatic Review:
TEKS
TAAS ON
Church/State Na
Other Pplc.ed - discipl. oddiesed. transp. nen addressed 18-90 IRP-IPAC -> Believe or ESI prayran asont. 8.50,57

Review/date

Texas Education Agency Review Of Applications for Approval of Open-Enrollment Charter Schools

Name of Proposed	Charter School: _	Dallas	Academ	y	
Legal Review:					
Governing Board S	pecified /				
nds	lla				
	<u> </u>				
Church/State	n/a				
					
Facility agreement s	ufficient \sqrt{c}				
Non-mode/IDC state					
Non-profit/IRS statu	<u>s v</u>				
TAX Return					

Reviewer/date

Texas Education Agency Review Applications for Approval of Open-Enrollment Charter Schools

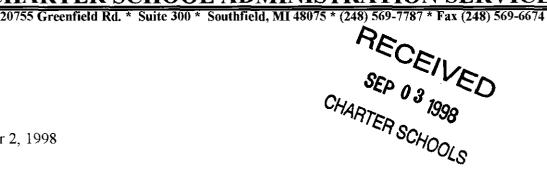
	Name of Proposed Charter School: Wallow Uceden
	Checklist of requirements:
	Two copies of applicationTwo original signatures on Assurances
3	Evidence of parental/community support
	D 120 Litigation history Policy for Peg Students
	p. 29 SPED Discipline & No SPED Transportation
	NOTES:
K	De open to general public (probably wincludes PEG Students)
•	PEG Students) " The Academy well not provide transportation for oludents

Reviewed By: \(\begin{align*} \text{D} \\ \text{Date: } \begin{align*} \text{S/28/98} \\ \text{D} \\ \text{S/28/98} \end{align*}

Texas Education Agency Review Of Applications for Approval of Open-Enrollment Charter Schools

Name of Proposed Charter School: Doller a colony
Programmatic Review:
TEKS 4 - P 24
TAAS yes - p77
Church/State W M
Other

Review/date



September 2, 1998

Mr. Brooks Flemister Texas Education Agency 1701 North Congress Avenue Austin, Texas 78701-1494

Dear Mr. Flemister:

The enclosed documents are in response to the request for assurance that items 10, 11, 21, 22 and 23 are addressed in the proposed charter schools.

If additional information is needed, please contact Dr. Wilhelmina Hall at (248) 569-7787.

Sincerely,

Lecester (Bill) Allen

Administrator

Academy of Dallas

Phone: 248-569-7787 Fax: 248-569-6674

September 1, 1998

Mr. Brooks Flemister
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Dear Mr. Flemister:

This document is submitted in response to the request for assurance that items 11 (Transportation and Discipline) and 21 (English as a Second Language) will be addressed in the proposed charter school (Academy of Dallas).

Charter School Administration Services (CSAS) assures that the charter school will:

- 11. Provide transportation to a disabled student when required by the student's Individual Education Plan. Also, CSAS assures that certified teaching personnel will be employed when required by law and disciplinary procedures will follow the guidelines of the Individuals with Disabilities Education Act.
- 21. Provide, in accordance with the policy of the State, a program to ensure equal education opportunities to every student whose primary language is other than English. The charter school will provide English as a Second Language (ESL) program or Bilingual Education program as required in the Texas Education Code, Chapter 29, Subchapter B.

If additional information is required, please contact Dr. Wilhelmina Hall at (248) 569-7787.

Sincerely,

Cacerta Allen
Lecester (Bill) Allen

Administrator

Dallas Academy

Phone: 248-569-7787 Fax: 248-569-6674

September 1, 1998

Mr. Brooks Flemister Texas Education Agency 1701 North Congress Avenue Austin, Texas 78701-1494

Dear Mr. Flemister:

This document is submitted in response to the request for assurance that items 10 (Geographical Area), 11(Transportation), 22 (State Revenue) and 23 (Board Policy) will be addressed in the proposed charter school (Dallas Academy).

Charter School Administration Services (CSAS) assures that the charter school will:

- 10. Serve the Dallas County geographic area.
- 11. Provide transportation to a disabled student when required by the student's Individual Education Plan.
- 22. Address State Revenue (See attachment # 1)
- 23. Provide a draft Board Policy (See attachment # 2)

If additional information is required, please contact Dr. Wilhelmina Hall at (248) 569-7787.

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Lecester (Bill) Allen

Administrator

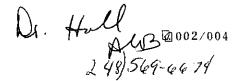
ATTACHMENT 1

The Academy's revenue budget was based on a 95% attendance rate instead of 90% because we feel that with the programs we will put in place at the Academy, a 95% attendance rate is more reasonable that 90%.

ATTACHMENT 2

DRAFT OF BOARD POLICY

It is the policy of the Board of the Academy to admit students eligible for a Public Education Grant (PEG) transfer.





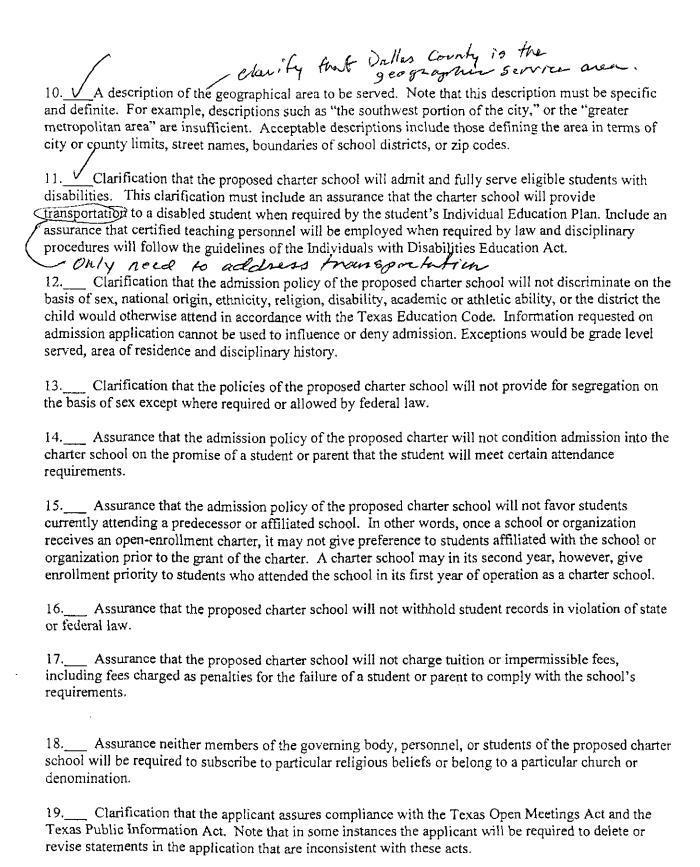
TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE: * AUSTIN, TEXAS 78701-1494 * 512/463-9734 * FAX: 512/463-983

MIKE MOSES
CONNESSIONER OF EACH ARON

signature in blue ink.

August 31, 1998 Dear Proposed Charter School Applicant: DALLAS ACADEMY After review of the open-enrollment charter school application submitted by your organization, staff of the Texas Education Agency has determined that your application is incomplete. 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 12:00 noon, Thursday, September 3, 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. Please supply the following: 1. ____ 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 established performance levels 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. 3. 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. (See page four of Guidelines.) Note that the sponsoring entity must itself be tax exempt or have applied for such status. It is not sufficient that the sponsoring entity belong to or be associated with a tax exempt organization. 4. ____ 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. 5. A copy of the last tax return filed by the sponsoring entity if applicable (If not, please state why). 6. A list of the board members of the sponsoring organization. The list must identify the officers of the sponsoring agency, their credentials and statements covering the litigation and criminal history of both board members and the sponsoring entity. 7. Evidence that a facility has been secured for use by the proposed charter school. (See page 51 of the Application Guidelines). Note the evidence provided must satisfy requirements of sample form e.g. two signatures (lessor and lessee). 8. ____ Evidence of parent/community support. (See page four of Guidelines.) 9. ____ Two complete copies of the Assurances provided in the application packet, each with an original



following provi Free and Appro services for exp		Review and Dismissal Committee (ARD), itzed Education Plan (IEP), due process and ronment (LRE). This clarification should
to ensure equal The charter sch	educational opportunities to every student	ordance with the policy of the State, a program whose primary language is other than English. Dage (ESL) Program or Bilingual Education 29, Subchapter B.
22	State Revenue has not been correctly es	timated.
	Estimated Initial Enrollment	magang interceptable
	X 90% attendance =	(estimated ADA)
	X\$4000 average state funding per ADA	(estimated state aid)
	Amount budgeted for state revenue	
	Difference	
	(Please call Nora Rainy in the School Fin any questions regarding budget item).	ancial Audit Department at 512-463-9126 with
23. V App	licant needs to provide a draft of a board po Public Education Grant (PEG) transfer.	licy for the admission of students eligible for a planen specifically
24	Other concerns	

		1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1

Dallas Academy

Phone: 248-569-7787 Fax: 248-569-6674

September 1, 1998

Mr. Brooks Flemister Texas Education Agency 1701 North Congress Avenue Austin, Texas 78701-1494

Dear Mr. Flemister:

This document is submitted in response to the request for assurance that items 10 (Geographical Area), 11(Transportation), 22 (State Revenue) and 23 (Board Policy) will be addressed in the proposed charter school (Dallas Academy).

Charter School Administration Services (CSAS) assures that the charter school will:

- 10. Serve the Dallas County geographic area.
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- 22. Address State Revenue (See attachment # 1)
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Sincerely,

Lecester (Bill) Allen

Administrator

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Academy of Dallas

Phone: 248-569-7787 Fax: 248-569-6674

September 1, 1998

Mr. Brooks Flemister Texas Education Agency 1701 North Congress Avenue Austin, Texas 78701-1494

Dear Mr. Flemister:

This document is submitted in response to the request for assurance that items 11 (Transportation and Discipline) and 21 (English as a Second Language) will be addressed in the proposed charter school (Academy of Dallas).

Charter School Administration Services (CSAS) assures that the charter school will:

- 11. Provide transportation to a disabled student when required by the student's Individual Education Plan. Also, CSAS assures that certified teaching personnel will be employed when required by law and disciplinary procedures will follow the guidelines of the Individuals with Disabilities Education Act.
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If additional information is required, please contact Dr. Wilhelmina Hall at (248) 569-7787.

Sincerely,

Pecester (Bill) Allen

Administrator



1701 North Congress Avenue → Austin, Texas 78701-1494 →

512/463-9734 * FAX: 512/463-9838

COMMISSIONLE OF EOF CRION

51263-9575

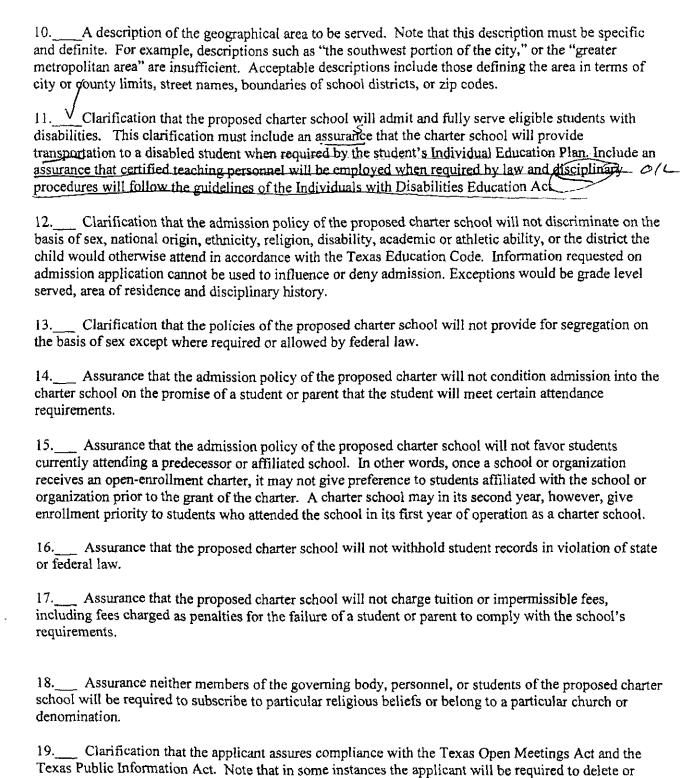
Dear	Proposed	Charter	School	Applicant:
	1 1000000	CHILLICI	O CATOO!	CODITIONIE.

August 31, 1998

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9. Two complete copies of the Assurances provided in the application packet, each with an origin signature in blue ink.	al

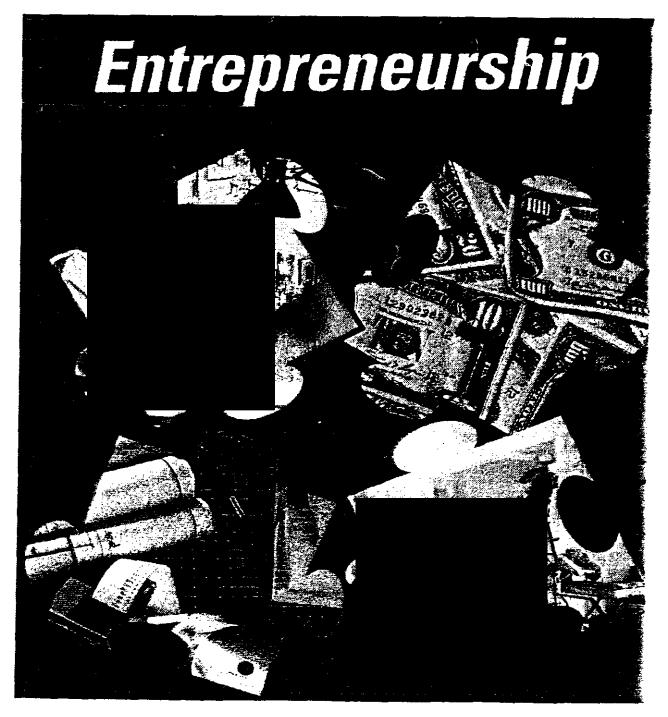
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25 assure that it will



revise statements in the application that are inconsistent with these acts.

following provisions free and Appropriate services for exp	ation that the applicant will provide a special edition of services i.e.; Child Find, Admission, Revipriate Public Education (FAPE), Individualized elled students in the Least Restrictive Environmed explanation of each activity and how they will	riew and Dismissal Committee (ARD), Education Plan (IEP), due process and ent (LRE). This clarification should
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	Difference	`
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23 Appl	icant needs to provide a draft of a board policy f Public Education Grant (PEG) transfer.	for the admission of students eligible for a
24,	Other concerns	

Academy of Dallas Charter School



- Goal 6: The student recognizes that numbers can be represented by points on a line.
- Goal 7: The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time.
- Goal 8: The student uses standard tools to measure time and temperature.
- Goal 9: The student organizes data to make it useful for interpreting information.
- Goal 10: The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- Goal 11: The student communicates about Grade 2 mathematics using formal language.
- Goal 12: The student uses logical reasoning to make sense of his/her world.
- Goal 13: The student understands how place value is used to represent whole numbers.
- Goal 14: The student uses fraction words to name parts of whole objects or sets of objects.
- Goal 15: The student adds and subtracts whole numbers to solve problems.
- Goal 16: The student models multiplication and division.
- Goal 17: The student uses patterns in numbers and operations.
- Goal 18: The student uses patterns to describe relationships and make predictions.

Science

- Goal 1: The student conducts classroom and field investigations following home and school safety procedures.
- Goal 2: The student uses age appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.
- Goal 3: The student develops abilities necessary to do scientific inquiry in the field and the classroom.
- Goal 4: The student knows that organisms, objects, and events have properties and patterns.
- Goal 5: The student knows that information and critical thinking are used in making decisions.
- Goal 6: The student knows that living organism have basic needs.
- Goal 7: The student distinguishes between living organisms and nonliving objects.
- Goal 8: The student knows that many types of change occur.
- Goal 9: The student knows that systems have parts and are composed of organisms and objects.
- Goal 10: The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere.

Limited English Speaking Education Restructuring Program

Curriculum, Instruction, Assessment, Professional Development and Evaluation Sub-Committee

Program Standards of quality to guide the development of a school's limited English Speaking Educational Program.

I. School Context Factors

A. School Culture/Climate

Standard:

The culture of a school directly impacts the attitudes and beliefs of a school community towards teaching and learning.

Indicators

- 1. Staff members use language that is free from racial, ethnic, and sexual slurs.
- 2. Students' languages and cultures are learned, supported, and valued by students and staff.
- 3. Pictures and decorations in the school reflect the diversity of its population and emphasize the message of unity and diversity.
- 4. High expectations are maintained for staff and students.
- 5. A commitment is made to building and preserving high staff and student morale.
- 6. Parents and community members are engaged in the school in ways which promote high levels of student development.

00053

B. Management

Standard:

Effective school management integrates successful practices for all students across key elements of the school environment.

Indicators:

- 7. The school uses a plan for improving intergroup relations.
- 8. The school uses a multi-racial, multi-ethnic, gender-representative advisory committee to oversee this plan.
- 9. Elements of effective schooling for limited English speaking students permeate the whole school environment.
- 10. Staff, parents and students are included in planning and restructuring efforts.

C. Required Policies

Standard:

The policies of a school and the district establish the boundaries within which the members of the school community are expected to behave.

Indicators:

- 11. The school and district have policies that explicitly condemn racially, sexually and ethnically biased behavior.
- 12. Policies and practices reflect the needs of all students.

D. <u>Managing Resources</u>

Standard:

Indicators:

- 37. There is a stated commitment to parent involvement through directives, policies and guidelines.
- 38. Parents are welcomed into the schools on a daily basis as volunteers, observers and resources.
- 39. The PTA/PTO represents the diversity of the entire community and is used as a forum for creating dialogue, consensus and determining school policy.
- 40. Parent liaisons or interpreters are available to help with parent involvement activities.
- 41. Parent training includes techniques to help children learn, literacy for parents, and parenting skills.
- 42. Parents are directed to adult education classes and other enrichment opportunities and services.

III. Student Outcome Factors

A. Cultural/Ethnic Identity

Standard:

Staff and students celebrate their language and cultural differences.

Indicators:

- 43. Students are taught the beliefs, values and customs of their individual cultures and the cultures of others in the school.
- 44. Students develop their native language in order to develop themselves cognitively and academically, to have a greater sense of cultural identity, to develop a strong meta-linguistic awareness and to function effectively in highly interactive global society.

B. Cognitive Development

Standard:

Students develop conscious mental processes which they can apply to new learning situations.

- 53. Learning has meaning for limited English speaking students because their prior knowledge and experiences are respected.
- 54. Students are assisted in developing personal goals to enhance their learning motivation.
- 55. Student achievement is celebrated in a public manner.

IV. Assessment Factors

A. Student

Standard:

Assessment of student performance is used to monitor the cognitive, academic and affective growth and development of students.

Indicators:

- 56. Schools disaggregate collect achievement data by race, gender and ethnicity.
- 57. Achievement data are used to make instructional program decisions for individual students.
- 58. All students have access to standardized and alternative assessment measures.

B. Program

Standard:

Programs are assessed to plan long-term program growth and development and future funding.

Indicators:

- 59. Evaluation of programs and the development and implementation of corrective plans involve students, parent and staff.
- 60. Program are modified as a result of data analysis.
- 61. Various forms of evaluation such as formative and summative are conducted.

- Teachers will review the strategies proposed in September and assess whether they have been implemented.
- Teachers will focus upon the realignment of sharing responsibility and extending the contact time for those students in need of special Accelerated Assistance.

The training program continues in November with a focus on the first marking period grades, parent involvement strategies and further ideas (Note: each paragraph below concentrates on a specific training component.)

NOVEMBER

- Teachers assemble to discuss the first marking period grades and focus discussion upon those students not progressing satisfactorily.
- Teachers will review the approaches to reaching parents and be offered other strategies for increasing parental involvement.
- Teachers will focus upon the knowledge and skills package being offered each month in response to teachers' needs.

The training program continues in December with a focus on assessing the first 90 days of professional development activities, including evaluating the impact of the process. (Note: each paragraph below concentrates on a specific training component.)

DECEMBER

- Teachers assemble to discuss the first three months (September, October and November) of professional development activities.
- Teachers will review the literature related to assessing progress and offer suggestion for improvement and discuss the knowledge and skills package being offered.
- Teachers will focus upon evaluating the effectiveness of the professional development program during the first semester.

The training program continues in January with a focus on the second marking period grades, parent involvement strategies and demonstrative components. (Note: each paragraph below concentrates on a specific training component.)

990 FORM

PAGE 236 = 1 PAGE

UNDER SECTION 6103 & 6104 OF U.S. CODE TITLE 26

1 PAGE HAS BEEN WITHHELD

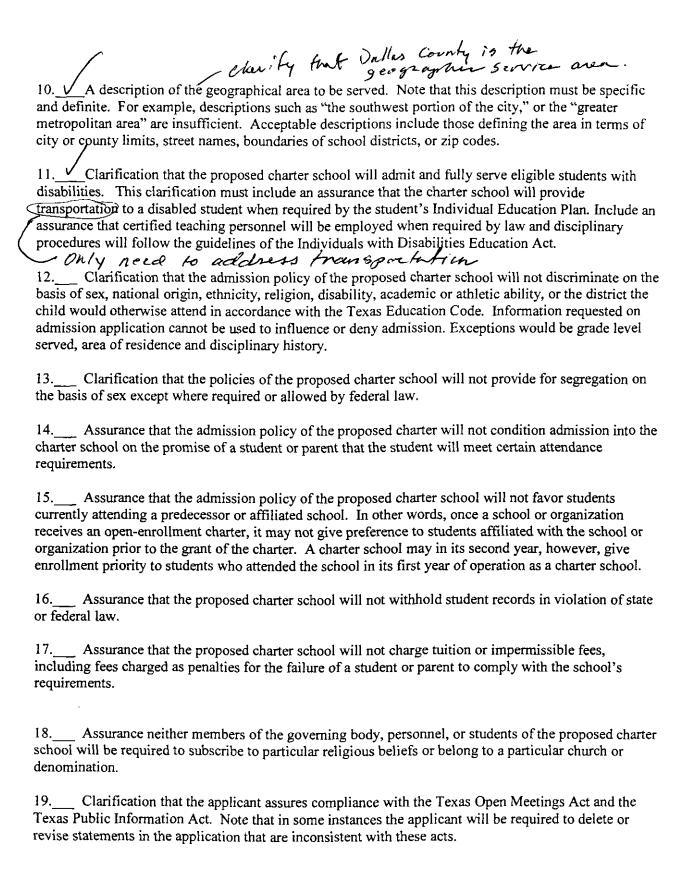
Disclosure of Litigation and Criminal History

None

	San Antonio	o 55	Dallas	Houst	, "	Beaumont
Initial Estimated ADA	237.50	(4)	237.50	380		237.50
Allocation	1,059,691		1,088,206	√ ² 1,611,548		1,177,660
September payments		81,515 🦂		83,708	123,965	90,589
		81,482		83,674	123,915	90,553
				28		
1st Six Weeks ADA	71.10	되다	202.76	391.48	\$4.1	135.80
Allocation	349,583		942,192	1,659,760	1/2/1	672,267
October payment		16,960		72,526	128,340 🥳	44,643
		li,		121	3 30	
Adj 1st Six Weeks/Nov ADA	69.54	÷ , "	202.76	436.44	, ěŽá	135.80
Allocation	317,327	18.6	942,192	≲∞ 1,8 46,713		672,267
November payment		13,737		70,228 j.c.	147,049	44,648
	_			````	ă.i	
Total Paid		193,694		310,136 🧃	523,269 👸	270,433

MIKE MOSES COMMISSIONER OF EDUCATION

Dear Proposed Charter		August 31, 1998
DALLAS	ACADEMY	
After review of the oper the Texas Education Ag eligible for consideration mark) are supplied to the submitted to the Agency those requiring an original	en-enrollment charter school agency has determined that your in by the State Board of Educate Agency. Except as provided y no later than 12:00 noon, The	oplication submitted by your organization, staff of application is incomplete. Your application is not tion until the following items (indicated by a check below, the items must be addressed in writing and tursday, September 3, 1998. The items, other than the attention of Brooks Flemister at (512) 463-ivered to the above address.
Please supply the follow	ring:	
	the proposed charter school wil 28.002, including Texas Essen	l provide a curriculum designed to address the tial Knowledge and Skills.
proposed open-enrollme		erformance levels for students served by the ment instruments adopted under Chapter 39, demic Skills.
taxation under Section 5 Guidelines.) Note that t	01(c)(3), Internal Revenue Cooke sponsoring entity must itsel	osed charter is an organization that is exempt from de or has applied for such status. (See page four of f be tax exempt or have applied for such status. It be associated with a tax exempt organization.
		soring entity will retain authority to ensure that the plicable laws and requirements of the charter
5. A copy of the la	st tax return filed by the sponse	oring entity if applicable (If not, please state why).
	heir credentials and statements	organization. The list must identify the officers of covering the litigation and criminal history of both
	nes). Note the evidence provid	e by the proposed charter school. (See page 51 of ed must satisfy requirements of sample form e.g.
8 Evidence of par	ent/community support. (See p	age four of Guidelines.)
9. Two complete c signature in blue ink.	opies of the Assurances provid	ed in the application packet, each with an original



following provisions for expressions for exp	ation that the applicant will provide a special edusion of services i.e.; Child Find, Admission, Revipriate Public Education (FAPE), Individualized I elled students in the Least Restrictive Environment ed explanation of each activity and how they will	iew and Dismissal Committee (ARD), Education Plan (IEP), due process and ent (LRE). This clarification should
to ensure equal The charter sche	ance that the applicant will provide, in accordance educational opportunities to every student whose pol will provide English as a Second Language (laired in the Texas Education Code, Chapter 29, S	primary language is other than English. ESL) Program or Bilingual Education
22	State Revenue has not been correctly estimate	ed.
	Estimated Initial Enrollment	
	X 90% attendance =	(estimated ADA)
	X\$4000 average state funding per ADA	(estimated state aid)
	Amount budgeted for state revenue	
	Difference	
	(Please call Nora Rainy in the School Financial any questions regarding budget item).	Audit Department at 512-463-9126 with
23 Appli	cant needs to provide a draft of a board policy fo Public Education Grant (PEG) transfer. — A a	r the admission of students eligible for a
24	Other concerns	



TEXAS EDUCATION AGENCY

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

Dear Proposed Charter School Applicant:

August 31, 1998

ACADEMY OF DALLAS

After review of the open-enrollment charter school application submitted by your organization, staff of the Texas Education Agency has determined that your application is incomplete. 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 12:00 noon, Thursday, September 3, 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.

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Please supply the following:
1 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.
2 Assurance that the applicant has established performance levels 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.
3. 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. (See page four of Guidelines.) Note that the sponsoring entity must itself be tax exempt or have applied for such status. It is not sufficient that the sponsoring entity belong to or be associated with a tax exempt organization.
4. 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.
5. A copy of the last tax return filed by the sponsoring entity if applicable (If not, please state why).
6. A list of the board members of the sponsoring organization. The list must identify the officers of the sponsoring agency, their credentials and statements covering the litigation and criminal history of both board members and the sponsoring entity.
7. Evidence that a facility has been secured for use by the proposed charter school. (See page 51 of the Application Guidelines). Note the evidence provided must satisfy requirements of sample form e.g. two signatures (lessor and lessee).
8 Evidence of parent/community support. (See page four of Guidelines.)
9 Two complete copies of the Assurances provided in the application packet, each with an original signature in blue ink.

10. 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. 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. Include an assurance that certified teaching personnel will be employed when required by law and disciplinary of procedures will follow the guidelines of the Individuals with Disabilities Education Act
12. 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. Information requested on admission application cannot be used to influence or deny admission. Exceptions would be grade level served, area of residence and disciplinary history.
13. Clarification that the policies of the proposed charter school will not provide for segregation on the basis of sex except where required or allowed by federal law.
14 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.
15 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 who attended the school in its first year of operation as a charter school.
16 Assurance that the proposed charter school will not withhold student records in violation of state or federal law.
17. 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.
18. Assurance neither 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.
19. 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.

following provise Free and Appropriate and App	ration that the applicant will provide a special sion of services i.e.; Child Find, Admission, priate Public Education (FAPE), Individualized students in the Least Restrictive Environment of each activity and how they ance that the applicant will provide, in accordeducational opportunities to every student will provide English as a Second Langualized in the Texas Education Code, Chapter 2	Review and Dismissal Committee (ARD), zed Education Plan (IEP), due process and mment (LRE). This clarification should will be provided to the student with lance with the policy of the State, a program hose primary language is other than English. ge (ESL) Program or Bilingual Education		
22	State Revenue has not been correctly estimated.			
	Estimated Initial Enrollment			
	X 90% attendance =	(estimated ADA)		
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	Amount budgeted for state revenue			
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24	Other concerns			

CONTRACT

CONTRACT FOR CHARTER

OCT 14 1998
CHARTER SCHOOL

This contract is executed the 10 day of Ochu 1998 between the Texas State Board of Education (the "Board) and Academy of America d/b/a Fallas Academy ("Charterholder") for an open-enrollment charter to operate a Texas public school.

General

1. <u>Definitions</u>. 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 #701-98-016; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board; (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); and (f) assurance by Charterholder, evidenced by execution of this contract, that no false information was submitted to the Agency or the Board by Charterholder, its agents or employees in support of its application for charter.
- 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. <u>Term of Charter</u>. The charter shall be in effect from October 29, 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 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 1000 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. <u>Public Education Grant Students</u>. Charterholder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant, including those students who reside outside the geographic area identified in the charter application, 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) <u>Services to Expelled Students</u>. 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) <u>Due Process Hearings</u>. 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. <u>Criminal History</u>. 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 or an employee, officer, or board member of a management company contracting with the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee, volunteer, or management company 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 require that employees, volunteers or agents of Charterholder or the charter school report child abuse or neglect directly to an appropriate entity listed in Chapter 261, Texas Family Code.
- 15. <u>Notice to District</u>. 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. <u>School Year</u>. Charterholder shall adopt a school year with fixed beginning and ending dates.

Financial Managment

- 17. <u>Fiscal Year</u>. Charterholder shall adopt a fiscal year beginning September 1 and ending August 31.
- 18. <u>Financial Accounting</u>. Unless otherwise notified by the agency, 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. <u>Federal Requirements</u>. Failure to comply with Internal Revenue Service withholding regulations shall constitute a material violation of the charter.
- 20. <u>Workers' Compensation</u>. Charterholder shall extend workers' compensation benefits to charter school employees by (1) becoming a self-insurer; (2) providing insurance under a workers' compensation insurance policy; or (3) entering into an agreement with other entities providing for self-insurance.
- 21. 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.

- 22. 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.
- 23. Foundation School Program. Distribution of funds to the charter school under Section 12.106, TEC, is contingent upon charterholder's compliance with the terms of the charter. Charterholder is ineligible to receive Foundation School Program funds prior to execution of this contract by the board. 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.
- 24. <u>Tuition and Fees</u>. 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.
- 25. <u>Assets of Charter</u>. 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.
- 26. <u>Indebtedness of Charter.</u> 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.
- 27. 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.

28. <u>Non-Charter Activities</u>. 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

- 29. <u>Non-Profit Status</u>. 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.
- 30. 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.
- 31. <u>PEIMS Reporting</u>. Charterholder shall report timely and accurate information to the Public Education Information Management System (PEIMS), as required by the commissioner.
- 32. 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.
- 33. <u>Disclosure of Campaign Contributions</u>. Charterholder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.
- 34. <u>Indemnification</u>. 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.
- 35. 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.
- 36. 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. Facilities occupied and used as charter school facilities shall comply with all applicable laws, including, but not limited to, the Texas Architectural Barriers Act, Article 9102, Vernon's Texas Civil Statutes.

Enforcement

- 37. 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.
- 38. 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.
- 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 paragraphs 2, 3, and 20; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.

This Agreement

- 40. 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.
- 41. <u>Severability</u>. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.
- 42. <u>Conditions of Contract</u>. 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).
- 43. 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.
- 44. <u>Venue</u>. Any suit arising under this contract shall be brought in Travis County, Texas.
- 45. Governing Law. In any suit arising under this contract, Texas law shall apply.
- 46. <u>Authority</u>. 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 20 day of 0 www, 1998.

Texas State Board of Education

By Dr. Jack Christie

Chairman

Charterholder