

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

Application for Approval of an Open-Enrollment Charter

Instructions: The open-enrollment charter proposal must be submitted in contractual form including, **in the order of the items below**, these same components. Attach the following after the answers to the questions below: (1) signed facilities agreement, (2) evidence of parental/community support for the proposed charter, and (3) documentation of non-profit status.

Submit two copies of the completed application with attachments to the Texas Education Agency, Document Control Center, 1701 North Congress Ave., Austin, Texas 78701. For assistance, contact the Division of Charter Schools at (512) 463-9575.

Chief Operating Officer

of Proposed Charter: Claudis R. Allen Title: Executive Director/Superintendent

Name of Sponsoring Entity: Excellence 2000, Inc.

The applicant is an "eligible entity" under the following category (check one):

- _____ an institution of higher education (TEC 61.003);
☒ a tax-exempt organization [501(c)(3)];
 _____ a private/independent institution of higher education (TEC 61.003);
 _____ a governmental entity.

Sponsor Address: 9336 Cedar Run City: Dallas

Zip: 75227 Phone Number: 214-388-8603 FAX: 214-388-8603

Type of charter sought: ☒ an open-enrollment charter under
 (check only one) TEC 12.1011(a)(1)

_____ an open-enrollment charter under
 TEC 12.1011 (a)(2) (75% rule) (applicants for this
 charter must complete additional question #10 and
 sign the additional assurance found on page 30.)

Name of Proposed Charter School: The Children First Elementary Academy DALLAS

Date of proposed opening: September, 1998

120/072398-041

Charter Site Address: 6516 Bonnie View City: Dallas

Zip: 75227 Phone Number: 214-388-8603 FAX: 214-388-8603

Correspondence Address: 9336 Cedar Run

City: Dallas ZIP: 75227

Grade Levels: K - 5 Initial Est. Enrollment: 100 Maximum Enrollment: 125

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

The proposed charter will be located in State Board District 13 (number).

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

The Children First Elementary Academy is designed for disadvantaged students who are performing academically one to three years below grade level and are not experiencing success in public schools.

Indicate the approximate percentage of each student population in as many categories as are applicable:

 pre-kindergarten; 15% special education; migrant;

95% economically disadvantaged; 10% limited English proficiency;

10% gifted recovered dropouts; 98% at risk of dropping out;

 pregnant or parent students other:

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THE CHILDREN FIRST ELEMENTARY ACADEMY
Charter School Application

1.a VISION AND GOALS

The Children First Elementary Academy will be a school setting where children will be provided the opportunity to learn the basic skills in Reading, Writing, Mathematics, Science, and Social Studies. The students will also participate in a Music Program (which will include band, piano, strings, choir and dance), and a comprehensive Physical Education Program (which will include general health and nutrition, aerobic exercise/physical fitness and lifelong sports activities, for example, golf and tennis). Our students will be provided the opportunity to study and learn these subjects and accompanying fundamental skills in an accelerated teaching/learning environment. We will also devote additional instructional time, (Time on Task), to the basic skills subjects, (Reading, Writing, Mathematics), through a focused Extended Day and Saturday School Program.

The underlying principle which will drive **The Children First Elementary Academy** will be that "All Children Can and Will Learn". Our primary focus will be to take students who are performing one to three grade levels below the academic norm and bring them back into the mainstream of learning. We will provide opportunities for disadvantaged children, who are not experiencing success in the public schools, to get more intense individualized instruction to ensure that they can and will become successful students and successful citizens.

The uniqueness of our school setting will be basic academic instruction which focuses on objective mastery through accelerated teaching and accelerated learning. In addition to the basic academic program, music instruction and physical fitness will also be included to provide well rounded academic and social development activities for all of our students. It will be expected that the accelerated teaching/learning concept coupled with our focus on music and physical fitness will become the "niche" for our school to help our students become academically competitive.

We selected music and physical fitness to complement the basic educational program because of their demand for repetition and "inner discipline" as well as the "discipline of the mind" required to excel in these activities. The addition of Music and Physical

Fitness will also contribute to our students being well rounded and introduced to social activities which will contribute to life long learning and potential life long avocation.

The accelerated teaching/learning concept is included because it is the opposite approach to teaching/learning which takes place in most public schools. When a student is not doing well or not performing as expected, the first notion is to "lower the expectations", "slow down" the teaching process thus causing a "slow down" of the learning process. This, of course, is in direct opposition as to how the human mind operates. We will therefore accelerate the teaching process in order to accelerate the learning process. Specifically, we will provide a direct learning correlation with the "child's mind" and their natural curiosity.

The human mind is constantly functioning at all times. It never rests, never stops, always seeking, even when we are asleep. This suggests that there is plenty of room for the human mind to be challenged. This "challenge" is the single most important factor that the accelerated teaching process will contribute to our school setting. It most definitely will challenge the students to "catch-up", "stay-up", and "keep-up". The challenge will become automatic.

Another focus for our school will be directed toward eliminating the academic shortcomings for our students. One approach toward combating these academic shortcomings will be more "time on task". There will be two strategies for this endeavor:

- 1) Extended Day School - Extended day school will be conducted after the regular scheduled day ends. The objective will be to keep our students academically engaged as much as possible. Our curriculum will consist of reading, writing and mathematics.

- 2) Saturday School - Our curriculum for each Saturday will consist of reading, writing, mathematics, Spanish and African-American History. Spanish is added to the curriculum because of the rapidly growing Hispanic population in the State of Texas. Our students have a need to learn and understand the culture, language, mores and folkways of the Hispanic ancestry. African-American History is an addition because it provide students the opportunity to study the positive contributions of Blacks in American history.

All of our children will be introduced to general music, instrumental music, vocal music, and dance. It is expected that kindergarten through second grade students will have a primary choir along with various dance groups and will also participate in a flutophone band. Third grade through fifth grade students will participate in a choir, along with participation in string instruments, (violin and viola), instrumental music, (piano, band), and dance.

In order to provide a wholesome experience for our students in physical fitness, nutrition and aerobic exercise, classes will be offered during each nine-week period. Other activities taught during a nine-week period will include golf and tennis. It is expected that a partnership will be formed with one of the nearby golf courses and the Dallas Parks and Recreation Department which offer activities for youths and juniors. Students with a high interest and/or high aptitude for golf and tennis will be encouraged to participate on a continuous basis. Students will be offered this variety of extracurricular activities to encourage them to stay in school, to improve their self-worth and to improve their academic achievement.

1.1 Mission

The Children First Elementary Academy will provide a safe and positive school setting where all students will be taught the basic skills in reading, writing, mathematics, science and social studies. Students will also be able to demonstrate and apply life long learning skills necessary to become productive citizens. Our children will be taught and expected to learn at an accelerated instructional pace in order to better assist those students who have not had success in a public school setting. Additional instructional time during after-school and Saturday School programs will provide "Time on Task" to help ensure student mastery of the basic academic skills.

Value Statements:

The fundamental philosophy of The Children First Elementary Academy is summarized in the following statements: We believe that.....

- all children can and will learn.
- children should and will be the focal point for our school setting.
- teachers expectations determine student performance.
- parental involvement determine student performance.
- our school setting will be a pivotal difference in the lives of our students.

In summary, our philosophical beliefs are teachers teaching...students learning...parents involved.

1.b Goals

The goals for The Children First Elementary Academy will be to:

Goal 1. Ensure that each child makes positive academic progress.

How will we know this goal is accomplished?

- a) The ITBS test will be administered in October and April. Results will be compared and academic gains for each individual student will be profiled.
- b) Individual educational plans will be made for each individual student. The Individual educational plans will identify each students' strengths and weaknesses related to the ITBS, TAAS, and TEKS objectives.
- c) A complete diagnostic assessment will be given to our students every 9 weeks in order to frequently monitor academic progress of our students and to share the results with parents and students.
- d) Provide individual tutoring, homework assignments, and small group instruction that will be focused on assisting students with the ITBS, TAAS, and TEKS skill mastery.

Goal 2. To ensure that our students are introduced to and taught the fundamentals of music, choral music and instrumental music.

How will we know this goal is accomplished?

- a) We will provide opportunities for our students to perform in choir, band, piano, and string ensemble groups.
- b) We will provide opportunities for our students to form a lifelong appreciation for a variety of music through general music and music appreciation classes.

Goal 3. To ensure that our students are introduced to and taught the fundamentals of good health, nutrition, physical fitness, and lifelong recreational activities.

How will we know this goal is accomplished?

- a) All students will be enrolled in the general health, nutrition, and physical fitness class.
- b) Instructional modules will include units on healthy food, aerobic exercise, and dance.
- c) Instructional modules will also include units on lifelong recreational activities to include golf and tennis.
- d) Selected third through fifth grade students will be enrolled in the youth program for golf at a nearby golf course.
- e) Selected third through fifth grade students will be enrolled in the youth program for tennis through the Dallas Parks and Recreation Department.

Goal 4. To ensure that a comprehensive staff development program is developed and implemented during the year and especially during designated times during the summer months.

How will we know this goal is accomplished?

Staff development activities will be specifically designed for the staff to:

- a) understand the concepts of accelerated teaching/learning.
- b) understand the profiling system for academic achievement
- c) understand how to develop, implement, and evaluate the effects of a "highly focused curriculum".
- d) understand how to successfully teach the subject areas: reading, writing, mathematics, science and social studies.
- e) incorporate different student learning styles into the teaching process.
- f) understand culturalism and its ramifications.

- g) implement discipline procedures for our school, classroom and students.
- h) understand how to communicate results to students and parents.
- i) understand the interdisciplinary approach to teaching the basic subjects of mathematics, reading, writing, science, and social studies.
- j) understand and promote the philosophy of **The Children First Elementary Academy.**
- j) understand and demand high expectations for student success, teacher success, parent success, as well as, school success.

A Staff Development calendar is included on the following page.

STAFF DEVELOPMENT CALENDAR SUMMARY
1998-99

September 21, 1998 (8:00-3:45)	Children First Elementary School's Philosophy(High Expectations for Student Success) --- Focused Curriculum --- TEKS Training Accelerated Teaching/Learning --- Student Academic Profiling(Monitoring Student Progress)
September 22, 1998 (8:00-3:45)	Lesson Plans --- Interdisciplinary Teaching Strategies --- Reading, Writing, Math, Science, Social Studies Teaching Strategies
September 23, 1998 (8:00-3:45)	Children First Elementary School's General Policies and Procedures --- Discipline Procedures and Strategies --- Culturalism and It's Ramifications
September 24, 1998 (8:00-12:00)	Communicating Academic Success to Parents and Students --- Understanding Success (Student-Teacher-Parent-School)
September 24, 1998 (1:00-3:45)	Teacher Preparation (Distribution of Books and Supplies --- Room Preparation)
September 25, 1998 (8:00-3:45)	Teacher Preparation

STAFF DEVELOPMENT SCHEDULE 1998-99

Regular Staff bi-monthly meetings are scheduled on Wednesday afternoons:

October 7, 1998 **3:30 - 4:30**

Lesson Plans
Focused Curriculum
Accelerated Teaching/Learning

October 21, 1998 **3:30 - 4:30**

Interdisciplinary Curriculum
Profiling System

November 4, 1998 **3:30 - 4:30**

Teaching Styles/Learning Styles
Reading/Writing
Discussion of Upcoming Diagnostic Assessment

November 18, 1998 **3:30 - 4:30**

Science/Mathematics
Communicating Diagnostic Assessment Results to Students/Parents
Profiling Data

December 2, 1998 **3:30 - 4:30**

Planning for Staff Update, Curriculum Update, and
Student Academic Progress Update

School Out for Christmas Break December 18, 1998

Staff Inservice Day **January 4, 1998** **8:00 - 3:30**

Goal 5. To ensure that parents are involved in their child's education and The Children First Elementary Academy's educational process.

How will we know this goal is accomplished?

- a) There will be a high number of parents will participate at PTA meetings.
- b) There will be parents who will volunteer in the school and classrooms on a regular basis.
- c) There will be parents who will participate on various school committees.
- d) There will be parents who will be positive spokespersons for The Children First Elementary Academy.

Goal 6. To ensure that The Children First Elementary Academy has laid the foundation to give parents and students hope that their dreams and aspirations can be accomplished by attending and being affiliated with The Children First Elementary Academy.

How will we know this goal is accomplished?

- a) Implementation of our philosophical belief: teachers teaching...students learning...parents involved.
- b) Parents will be able to see their child/children growing academically and socially.
- c) Parents will be able to see the positive teacher/student relationship.

THE CHILDREN FIRST ELEMENTARY ACADEMY

LONG-RANGE GOALS

Year One

GOALS/OBJECTIVES	STRATEGIES	TIMELINE
1. To ensure that each child makes positive academic progress.	The ITBS test will be administered in October and April. Results will be compared and academic gains for each individual student will be profiled.	Oct. 5-8, 1998 April 9-23, 1999
	Individual educational plans will be made for each individual student which identifies his or her strengths and weaknesses related to the ITBS, TAAS, and TEKS objectives.	Oct. 19-23, 1998
	A complete diagnostic assessment will be given to our students every 9 weeks in order to frequently monitor academic progress of our students and to share the results with the parents and students.	Oct. 12-19, 1998
	Individual tutoring, homework assignments, and small group instruction will be provided that will focus on assisting students with the ITBS, TAAS, and TEKS skill mastery.	Extended Day & Saturday School Programs
2. To ensure that our students are introduced to and taught the fundamentals of music, choral music, and instrumental music.	Students will have opportunities to perform in choir, band, piano, and string ensemble groups.	On going
	Students will have opportunities to form a lifelong appreciation for a variety of music through general music and music appreciation classes.	On going
3. To ensure that our students are introduced to and taught the fundamentals of good health, nutrition, physical fitness, and lifelong recreational activities.	All students will be enrolled in the general health, nutrition, and physical fitness class.	October 1998
	Instructional modules will include units on lifelong recreational activities to include golf and tennis.	On going
	Selected third through fifth graders will be enrolled in the youth program for tennis through the Dallas Parks and Recreation Department.	October 1998
4. To ensure that a comprehensive staff development program is developed and implemented during the year and especially during designated times during the summer months.	Staff development activities will be specifically designed for the staff to understand the concepts of accelerated teaching/learning.	Sept. 21, 1998

	Workshops and seminars will be offered to help teachers understand the profiling system for academic achievement.	Sept. 21, 1998
	Training will be provided on how to develop, implement, and evaluate the effects of a "highly focused curriculum."	Sept. 21, 1998
	Training in Reading, Mathematics, Science, and Writing will be provided.	Sept. 22, 1998
	Learning styles and how to incorporate different student learning styles in the teaching process will be addressed.	Sept. 22, 1998
	Cultural Diversity Seminars will help teachers meet the needs of students from diverse backgrounds.	Sept. 23, 1998
	Training on "how to utilize the classroom as a tool" will be offered.	Sept. 21, 1998
	Instruction on discipline procedures for our school, classroom, and students will be provided.	Sept. 23, 1998
	Workshops on "how to communicate results to students and parents" will be offered.	Nov. 18, 1998
	We will hold meetings to help staff understand the philosophy of the Academy.	Sept. 21, 1998
	Networking sessions will be held to help all involved with the Academy understand expectations for student success, teacher success, parent success, as well as, school success.	Sept. 21, 1998
5. To ensure that parents are involved in their child's education and The Children First Elementary Academy's educational process.	Recruit parents to participate in PTA and on School Centered Education Committee.	Enrollment on going
	Utilize parent volunteers in the school and classrooms on a regular basis	Oct. 1998
	Engage parent participation on various school committees	On going
	Include parents as positive spokespersons for The Children First Elementary Academy	On going
6. To ensure that The Children First Elementary Academy has laid the foundation to give parents and students hope that their dreams and aspirations can be accomplished by attending and being affiliated with The Children First Elementary Academy.	Implementation of our philosophical beliefs: teachers teaching students learning...parents involved.	On going
	Parents will attend parent/teacher conferences, view reports and see their children's academic progress.	On going

	Parents will observe the positive teacher/student relationships at programs, conferences, and school activities..	On going

Year Two

GOALS/OBJECTIVES	STRATEGIES	TIMELINE
To expand the student population served at The Children First Elementary Academy.	We will implement a 6-7 grade center.	September 1999 - June 2000
To evaluate the progress of the academy.		June 2000

Year Three

To expand the student population served at The Children First Elementary Academy.	We will implement an 8-9 grade center.	September 2000 - June 2001
To evaluate the progress of the Academy.		June 2001

Year Four

To increase enrollment by 50 percent.	Recruit students	September 2001
To expand partnership with community groups	Obtain support and resources for a technology	September 2001 - Ongoing

and associations.	track.	
	Incorporate speakers from technical fields in classroom instruction.	September 2001 - Ongoing
	Schedule field trips to business and industry.	September 2001 - Ongoing

Year Five

To increase enrollment by 50 percent	Recruit Students	September 2002
To evaluate the entire educational system.	Review Procedures	June 20003
	Review Results--Students	
	Review Teacher Accomplishments	
	Review Parent Involvement	
	Review School Setting	

2.0 Governance Structure

The governance structure for **The Children First Elementary Academy** will open under the auspices of a three member board. Initially, these board members will be selected by the Executive Director, who serves as the Superintendent/CEO of the Academy. The board members will consist of persons who live and work in the community near the school. During the course of the year, expansion of the governing board will take place. The board will be expanded from three to five members. It is anticipated that new parents and staff members will be expected to serve on the governing board as the program continue to expand.

The duties/responsibilities for the **Governing Board** members will be defined, but not limited to, the following categories: 1) Approve and adopt the annual budget; 2) Adopt policies and procedures that govern the overall educational program and the general welfare of the children; 3) Adopt policies and procedures that govern the hiring and retention of school personnel 4) Recruit new students to the school; 5) Serve as a public relations person between the school and the general public.

See

School Organizational Structure

next page

SCHOOL ORGANIZATIONAL STRUCTURE

GOV
BDGOV
BDGOV
BDEX
DIR

SEC

SD/CD

SEC

PRIN

SEC

K

1

2

3

4

5

INST
AIDE

COUNSEL

SECUR

NURSE

CUST

TRANSP
RTATIO

CAFE

2.1 Administrators

The administrative structure of **The Children First Elementary Academy** will primarily consist of three positions: An Executive Director, (Superintendent/CEO), A Curriculum Director/Staff Development Director(Associate Superintendent), and a Principal.

2.1.a Executive Director

The duties/responsibilities for the Executive Director, (Superintendent/CEO), will be defined, but not limited to, the following: 1) Recommendations for overall policy will come from the Executive Director to the Governing Board. 2) Preparation of the school budget will involve input from all stakeholders that include principal, parents, professionals and paraprofessionals; it is expected that the school principal will have extensive input into the budget preparation process. 3) Staff hiring, with input from the principal. 4) Procurement of equipment and supplies; 5) Community networking; and, 6) Fundraising.

2.1.b. Staff Development/Curriculum Director (Associate Superintendent):

This person will be primarily responsible for the staff development calendar for the 1998-99 school year. The staff development coordinator will be responsible for conducting workshops or be responsible to have people in place who can lead and guide the staff through the process; a person who can teach teachers.

This person will be responsible to assist teachers in the classroom with the teaching process. The Staff Development/Curriculum Director must be able to demonstrate various teaching concepts/strategies for teachers within the classroom setting with students present.

This person must be able to communicate with parents and other community members, especially, when the school has to hire parents or other community members to perform the teaching process.

We expect this person to assist the Principal in purchasing goods and services for the classroom and school setting in general. Other duties will be assigned by the Executive Director, for example, performing in lieu of the CEO on special occasions with the Governing Board, or substituting for the principal when necessary.

2.1.c Principal

The principal will be responsible for the day to day operation of **The Children First Elementary Academy**. The primary focus of the principal will be the monitoring, implementation and evaluation of the instructional program. The principal will participate in the hiring process for the classroom teachers and the instructional support staff. The principal will be responsible for the management of the facility. The principal will make recommendations to the Executive Director for the procurement of equipment and supplies. The principal will also participate in community networking as well as fundraising. The principal, and/or designee, will also lead a viable recruitment program for the children and their parents. The principal will operate an open door policy for staff, parents and students.

2.2 Faculty

The faculty will be expected to participate in the decision making process along with the Governing Board members and the administrators. One member of the faculty will participate on the Governing Board as a full partner. The faculty will be divided into two separate groups, K - 2 teachers and 3 - 5 teachers. The principal will interact with the separate groups at least once per week as well as have an individual serve as a liaison person between groups and the administration. This structure will lend itself to greater communication, interaction and participation in the decision making process. Faculty will also be expected to serve on various committees which will be formed to give input into the instructional program, budget, personnel, materials and supplies, and any other topic deemed pertinent for the betterment of **The Children First Elementary Academy**.

2.3 Parents

Parents will play an integral role in the education of their children. Parents will be expected to volunteer their time, energy, expertise, and resourcefulness to the Academy. There will be different Parent Advisory Councils anticipating parental involvement, for example, Principal's Advisory Council, consisting of staff members from the K - 2 cluster and the 3 - 5 cluster; a parent from each cluster. There will be an Instructional Council consisting of teachers and parents; a Personnel Council consisting of staff members and parents; a Budget Committee consisting of staff members and parents. These councils will encourage participation by parents in the decision making process. The ultimate outcome will be an outstanding PTO group which will consist of well attended parent participation.

2.4 Students

Students will be expected to participate in the decision making process. Student Council will serve as one component for student participation in the decision making process. A huge "club" concept will be developed and implemented for the students, for example, Mathematics Club, Science Club, Harambee Club, etc.

2.5 Community Members

Community Members will be expected to participate in the development of **The Children First Elementary Academy**. Governing Board meetings will be open to the public and a public participation opportunity will always be present. The day to day operations will be open to the public as much as security will allow. Community members will be invited to participate in various school programs and their input will be seriously taken under consideration.

3.0 Educational Program

3.a. TEKS covered in curriculum

Our educational program will consist of a curriculum as outlined in the Texas Essential Knowledge and Skills (TEKS) manual. In addition to the TEKS, the ITBS and TAAS objectives will also be incorporated. The skills, objectives, and expectations as outlined in the TEKS manual, the ITBS, and the TAAS tests will drive the instructional process for **The Children First Elementary Academy**. The main focus for our instructional program will be the accelerated teaching/learning concept. This methodology will ensure that our students will learn in a school setting compatible with their natural learning styles. Another impetus for our instructional program will be to teach the skills in each subject area through an inter-disciplinary approach to teaching. Therefore, skills per subject area will be integrated into other subjects. For example, writing will be an important focus of the mathematics program also.

Accelerated Teaching/Learning Process

Accelerated teaching/learning is a multifaceted teaching/learning system. The following outline is a simplistic approach to **The Children First Elementary Academy's** accelerated teaching/learning system:

The principal and teachers will:

1. Identify the fundamental skills required for mastery of a subject area as identified in the TEKS, TAAS, and the ITBS objectives.
2. Identify the minimum amount of time needed to teach these skills (nine (9) week teaching cycle).
3. Identify Instructional Calendar - All skills to be taught during a nine (9) week instructional cycle.
4. Develop the logical sequence for the skills to be taught.
5. Administer a diagnostic assessment over the TEKS, ITBS, and TAAS skills taught during the instructional cycle.
6. Chart student progress and mastery of objectives-(see progress chart examples on following page).
7. Evaluate teaching/learning process, including methodologies, style, lecture, visual aids. Academic progress is measured after each nine-week instructional cycle.
8. Share data which outlines mastery and non-mastery of TEKS, ITBS, and TAAS objectives with students and parents. A short weekly progress report will be sent home each week. A full nine-week report card will be issued after each nine-week instructional cycle.

9. Offer tutoring, individualized instruction, and individualized student homework packets. A focused Extended Day and Saturday School Program will provide additional instructional "Time on Task".

10. Reteach objectives during next teaching/learning cycle - objectives are taught at least three different times during the school year at an accelerated pace.

**THE CHILDREN FIRST ELEMENTARY ACADEMY
(SAMPLE PROFILE)**

TAAS READING

Date _____

OBJECTIVES

Name	1	2	3	4	5	6	7	8	9	10	11	12	13
	—				—		—		—				
	—	—	—	—		—	—	—	—				
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Legend

Red	Non Mastery
Green	Mastery
Yellow	Borderline

Reading Objectives

Domain:	Concept
Objective 1	Main Idea
Objective 2	Sequence
Objective 3	Context Clues
Objective 4	Fact and Opinion
Objective 5	Direct Recall
Objective 6	Cause and Effect
Objective 7	Drawing Logical Conclusions
Objective 8	Graphic Sources
Objective 9	Skill Integration

**THE CHILDREN FIRST ELEMENTARY ACADEMY
(SAMPLE PROFILE)
TAAS MATHEMATICS**

Date _____

OBJECTIVES

Name	1	2	3	4	5	6	7	8	9	10	11	12	13
	+		+		+	+	+		+		+	+	+
	+	+		+	+		+	+	+	+		+	
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Legend

Red Non Mastery (Objectives are defined on the following page)

Green Mastery

Yellow Borderline

Mathematics Objectives

Domain:	Concepts
Objective 1	The student will demonstrate an understanding of number concepts
Objective 2	The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.
Objective 3	The student will demonstrate an understanding of geometric properties and relationships.
Objective 4	The student will demonstrate an understanding of measurement concepts using metric and customary units.
Objective 5	The student will demonstrate an understanding of probability and statistics.
Domain:	Operations
Objective 6	The student will use the operation of addition to solve problems.
Objective 7	The student will use the operation of subtraction to solve problems.
Objective 8	The student will use the operation of multiplication to solve problems.
Objective 9	The student will use the operation of division to solve problems.
Domain:	Problem Solving
Objective 10	The student will estimate solutions to a problem situation.
Objective 11	The student will determine solution strategies and will analyze or solve problems.
Objective 12	The student will express or solve problems using mathematical representation.
Objective 13	The student will evaluate the reasonableness of a solution to a problem situation.

**THE CHILDREN FIRST ELEMENTARY ACADEMY
(SAMPLE PROFILE)
TAAS WRITING**

Date _____

OBJECTIVES

[illegible]

Legend

Red	Non Mastery
Green	Mastery
Yellow	Borderline

(Objectives are defined on the following pages)

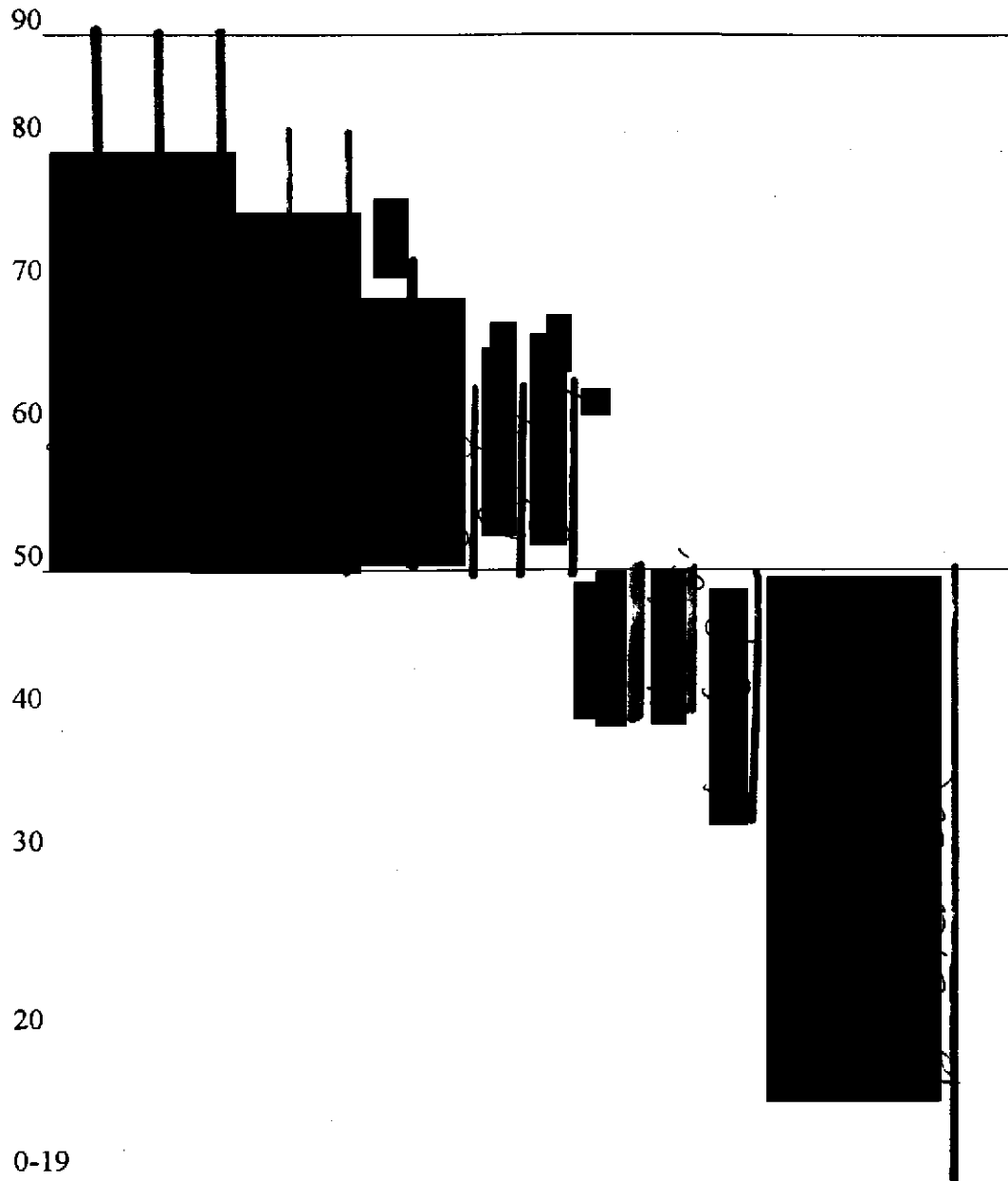
Writing Objectives

Domain:	Concepts
Objective 1	Spelling
Objective 2	Punctuation
Objective 3	Sentence Patterning
Objective 4	Elaboration
Objective 5	Introductions and Conclusions

**THE CHILDREN FIRST ELEMENTARY ACADEMY
(SAMPLE PROFILE)**

ITBS

Date _____



0-19

Academic Incentives Awards Program

An academic incentive awards program will be devised to encourage and support the progress of the children. Awards and incentives will be given to students and staff each nine-weeks for perfect attendance, academic progress and objective skills mastery.

Interdisciplinary(Integrated) Teaching Process

Integrated means to make whole or complete by bringing together parts. Interdisciplinary(Integrated) curriculum strengthens learning because the learner is able to go in-depth into a topic instead of "once over lightly" (Jones, NAEYC, 1988). The more traditional segmented curriculum in which the school-day is broken into discrete time periods (sometimes too short, sometimes too long) devoted to a specific subject makes it harder for children to learn and remember because it provides no mental anchors. Similarly, basic skills taught in a vacuum are less easily acquired. Children cannot be good writers unless they have something to write about. They cannot make sense of math concepts unless they can apply them in the real world.

Students will be taught the basic skills in mathematics, for example, division. As the skills are being mastered, the ultimate test will be for students to take a division problem and write the procedure, "how to", to solve a division problem. The students have to be taught the fundamentals of the "how to" style of writing in addition to the fundamentals of division. Now writing and mathematics have become interdependent upon each other. Students are learning both subjects and a plethora of skills at the same time. Mathematics skills for division include: dividing, subtracting, and the language of mathematics. Writing skills will include: introduction, statements, grammar, punctuation, sequence, closure, conclusion and the various writing styles. These sets of skills for mathematics and writing may also carry over (transfer) to Language Arts: punctuation, grammar, spelling and usage. Now we have three subjects at one time. Oh, by the way, students are reading what they are writing - ultimate instruction - total integration of the curriculum.

Students will be expected to write "how to" add, subtract, multiply and divide. Students will be expected to use correct grammar and punctuation in their writing. The mental lessons learned in music, golf and tennis will be transferred to the disciplines of reading, mathematics, writing, social studies and science. Integration of skills from one subject area to another will be an important focus of our instructional program.

3.b Curriculum Tied to Vision and Goals

The Children First Elementary Academy will feature a curricular program based on the student mastery of the skills and objectives as outlined in the Texas Essential Skills and Knowledge (TEKS) manual, the ITBS and the TAAS tests. Along with the skills outlined, the basic principles of Accelerated Teaching and Learning and an Interdisciplinary Approach to teaching the basic subjects will be the major impetus for the instructional program. Mastery of these basic skills and objectives will allow students to "catch up", "stay up", and "keep-up".

The basic core subjects, reading, writing, mathematics, social studies and science will be our major focus for teaching and learning. The skills and objectives are outlined in the TEKS manual, the ITBS and the TAAS tests. The uniqueness for addressing the instructional process will be accelerated teaching and learning along with using an Interdisciplinary Approach to teach basic subjects. A secondary approach to excellence will be the addition of Music (Choir, Band, Piano, Strings), Dance, Physical Fitness (Aerobics, Golf, and Tennis) and Nutrition as extracurricular activities to enhance the educational program.

Music is being incorporated because of the relationship between music, children, and learning. Isn't it wonderful how children, in general, are able to sing every song on the radio. Isn't this especially strange for children who have been labeled as incapable of "learning"? Isn't it also strange how these same children have the ability to dance like Michael Jackson, et al.? Where do they get the ability to learn the words to the songs? Where do they get the ability to learn these dance steps? Where do they get the ability to create new steps after they get tired of doing all the old ones?

We are going to capitalize on the natural abilities of these children to learn. We expect music to play this same role for our children. We expect these natural abilities to transfer to Reading, Writing, Mathematics, Science and Social Studies. In fact, we expect that the acceleration of the teaching process to reinforce these natural abilities. Children have a natural need to focus and they want the process to speed up (accelerate). This combination will be a natural for the learning process.

Golf is a great sport which requires an inner discipline to master. The most successful golfers are the ones with the discipline to practice the repetition necessary to excel. Golf is a game based on mastery of the fundamentals. Posture is a fundamental; Grip of the club is a fundamental; Stance is a fundamental; Keep your eye on the ball is a fundamental; A mastery of these fundamentals require an inner discipline to become repetitious and diligent. Isn't reading a process that is based on fundamentals? Any approach to reading, syllabic, whole word, or phonics require a strong emphasis on the fundamentals of repetition and diligence, thus leading to mastery. This is what we

expect golf to contribute to the academics of reading, writing, mathematics and science. We expect this discipline to transfer to the academics and motivate our children to have the discipline to succeed.

Tennis is also a sport which requires an inner discipline to master. The ability to serve the ball requires hours and hours of practice; so does the ability to master mathematical skills. Repetition is a prerequisite for both, mathematics and tennis. We need this inner discipline to transfer over to the academic program.

Methodology

The methodology will consist of teaching from a highly focused curriculum. This curriculum will feature the basic skills for reading, writing, mathematics, science and social studies as outlined in the TEKS manual, the ITBS and TAAS tests. For example, reading will consist of a strong focus on the phonetic approach at the K - 1 - 2 levels; continuing with phonetics at levels 3 - 4 - 5 but also including other approaches to the teaching and learning process. These additional approaches will include, but not limited to, whole words, sight words, and the writing to read approach with strong emphasis on writing. Writing, for example, will consist of the following styles: Descriptive, Narrative, How to, Persuasive, and Expository. Writing will be emphasized in each of the core subject areas including mathematics. Mathematics, for example, will consist of the basic operations, addition, subtraction, multiplication, and division appropriate for each grade level. Critical Thinking and Problem Solving will be equally emphasized throughout all subjects in the curriculum. A uniqueness for the science program, in addition to the skills as outlined in the TEKS manual, the ITBS and TAAS tests will be the creation and development of a garden. One garden will be designed for the K-2 cluster and one garden will be designed for the 3 - 5 cluster. Making things grow, sowing and reaping, will hopefully transfer over to the academic program. It is expected that the children will learn that "as you sow, as you reap".

3.c Provisions for Special Populations

Students with special needs will have an advantage by attending **The Children First Elementary Academy**. Special needs will be a focus of our curriculum as well as our school setting, in general. Our hiring policy will also address these students by soliciting only applicants who have had success or a burning desire to work with at-risk students.

Students who are two to three years behind in their academics will especially benefit from our instructional process. These students will have the advantage of a highly focused curriculum; academic progress monitoring on a regularly scheduled time

frame; tutoring and individual assistance; and, results which will be discussed with the student and the parent on a regular basis.

Special Education students will have an advantage by attending our school because of the additional time on task that we will be promoting. Our school will feature additional time on task by offering the children an extensive after school program. The curriculum will be highly focused and the focus will be tailored toward individual academic needs. During the school day the students will be mainstreamed into the educational setting as much as possible. Students with additional special needs will be offered special training with a specialty teacher, for example, students with a speech impediment will have a speech pathologist to address their needs.

Limited English Proficiency (LEP) students will have access to adults who are proficient in Spanish as well as English. Our hiring policy will address the need to hire adults with special talents. We intend to hire parents and/or community members with these skills which will improve and/or address the needs of our students.

Our Extended Day program will be designed for students with special needs to ensure that these students have additional time to eliminate any and all academic deficiencies that may exist. Also, the Extended Day program will address the need for individualized instruction that may be needed to help the student catch up and or keep up with the instructional process. The Extended Day program will operate three days each week and teachers will receive a stipend for their additional work hours.

We intend to operate an intensive Saturday School program for our students. This program will also contribute to time on task, and/or extended academic time. The second dimension which Saturday school will address is the need for individualized instruction. Both of these programs will assist our students in becoming academically competitive. Our curriculum will consist of Reading, Writing, Mathematics, Spanish, and African American History. Saturday School classes will be held on alternating Saturdays for students. One Saturday session will be held for Pre-K-2 students and the following Saturday session will be held for grades 3-5 students. Teachers will be paid a stipend for their extra work hours.

3.d Different Student Learning Styles

Our comprehensive staff development program will be designed to address the learning needs of our students. The basic premise for our staff development program is to better train our staff to be able to cope with the needs and special needs of our students. Therefore, staff development will have a special emphasis on learning and learning style; how teaching style directly impacts learning style.

The accelerated learning concept is designed to address the pace of how our students learn. Not only will they be introduced to various concepts but the level of mastery will be expected to follow shortly. In fact, the skills will be introduced, taught, learned, and mastered during the course of one of the nine week teaching/learning phases.

Teachers will be expected to keep their room decorated with teaching/learning aids in order to enhance the visual learner. For example, the use of the overhead projector will be expected from the teachers to also assist the visual learner. Excellent communication and communication skills will be utilized by the teachers to address the needs of the auditory learner.

In reading, a variety of learning methods will be presented to the learner, for example, phonetic approach, whole word, rote, and conceptual. These different styles will be utilized by the teacher in order to address various learning styles of the students. Writing will address various styles in order to find the strengths of the learner. While developing the strengths of the learner, various other styles may be presented and the confidence of the learner may be transferred to the other styles of the learner.

The utilization and transfer of skills from music, golf and tennis is expected to be an addition to the foundation for the swift development of our academic program. The inner discipline from golf, music and tennis is expected to transfer directly into the basic academic subjects.

3.e Curriculum is Culturally Inclusive and Respectful

The curriculum for **The Children First Elementary Academy** will be based on the Texas Essential Knowledge and Skills (TEKS) manual and the textbooks adopted by the State of Texas which are both culturally inclusive. The school calendar adopted by our school will also address cultural diversity, for example, there will be opportunities for Black History Month; Cinco de Mayo celebration for the month of May; and activities throughout the year that will recognize the contributions of American Indians, Asians, and all other ethnic groups. In addition, Saturday School will have a component for a study of African American history as well as Spanish as a second language. We will make every attempt to introduce cultural diversity and respect for various cultures in our day to day operations as well as special programs.

3.f Variety in Instructional Practices

Highly Focused Curriculum:

The Children First Elementary Academy primary focus will be directed toward developing a school setting where children can develop their academic dreams and aspirations. Variety in the instructional process will be a significant contributor to this instructional goal. Our instructional program will be a highly structured curriculum design which includes the basic skills for reading, writing, mathematics, science, and social studies as outlined in the TEKS manual, the ITBS and TAAS tests. The focus in the instructional design will alleviate time, energy and effort for the teaching staff. Teachers will have an opportunity for input into the curriculum thus allowing for ownership. More importantly, it will enhance and systematize the teaching learning process, good for teachers, students, parents and the school setting.

Accelerated Teaching/Learning:

Once the curriculum is designed, by the principal and teachers, to address day to day instructional skills and concepts, then the staff can begin to think about how the curriculum may be accelerated. By accelerating the teaching process, this will lend itself to accelerating the learning process. This concept may be simplified to suggest that in most public schools, a teacher may stay on a concept too long, therefore becoming boring for the students and the teacher. Planning becomes the primary focus when acceleration for the teaching/learning process is a goal. Acceleration suggests that a teacher has to give the notion of "What" is to be taught some in-depth thought; after "what" is identified, then the question of "How" has to be addressed; "When" is the logical sequence after "How"; and, finally, "Why", the philosophical is addressed. Once this comprehensive approach is in place, it becomes a matter of implementation, planning, teaching, and assessing. Once an initial assessment is completed the data must be profiled and shared with students and parents. The day to day instructional blue-print will be developed and implemented based on the initial assessment data.

Profiling the Data:

Profiling the data as a result of diagnostic assessments gives the teacher an in-depth look at the curriculum, the teaching process, the teaching strategies, and the methodologies. During the process of profiling the assessment data, the teacher also gets a chance to become intimate with each student in relation to the teaching/learning process. This is a process whereby the teacher gets to know each students strength and weakness; can give classwork to work on weaknesses; can make homework assignments for specific students to work on specific skills not quite mastered; in

essence, the teacher can lead and guide the learning process by addressing individual strengths and weaknesses of each student.

Regular Diagnostic Assessments

Regular diagnostic assessments are a benefit to the instructional program, the student and the teacher. Because these data will be shared with the parent on a regular basis, it will also provide the parent with more information about the child. Diagnostic assessments are not only a measuring stick for the students but a measuring stick for strengths and weaknesses of the teacher. The only way a teacher knows for sure that they are effective is to monitor the progress of the students. A subject, skill or concept has not been taught if a majority of the students are not mastering the subject, skill or concept. Teachers are dependent upon their students in order to know how effective they are in the instructional process. Effective teachers breeds effective students. Regular diagnostic assessments are one measure of effectiveness for both, teacher and student.

Reporting Data to Students/Parents

Reporting the results (data) to the students is an effective way to motivate extra effort from the student. Teaching/learning is a partnership between the teacher and the student. For example, it is very important for the student to know that mastering a skill could have taken place by answering two more questions. It is important for students to know that they have nine weeks to learn the skills necessary for mastery before the next assessment period. These data are important for parents to know as they assist students through the homework process. Profiling the data gives the students and parents an opportunity to see the results. Hearing the teacher discuss the data gives the students and parents an opportunity to know exactly where they are in the learning process and what they need to work toward for total learning success.

Extended Day Program:

The extended day program will give teachers, students and parents another opportunity to indulge in the teaching/learning process. The purpose for this program will be to increase the "time on task" for the students. Our students need to have their engaged time with academics extended because they are operating from a deficient model initially. The extended day program will increase the engaged time for our students to become academic competitive. Also, this instructional innovation will allow the students to receive individualized instruction which they need so badly. The Extended Day Program will be held three days each week. Teachers will be paid a stipend for their additional work hours.

Saturday School:

Saturday School will be good for our students to increase time on task and to receive individualized instruction. The more our students are engaged in learning opportunities, the faster our students will be able to compete academically. This program will give our students additional opportunities to be successful in their basic skill mastery. Our curriculum for Saturday School will also include Spanish and African American History as well as the basic reading, writing, and mathematics.

Saturday School will be held on alternating Saturdays. One Saturday session will be held for Pre-K-2 students and the following Saturday session will be held for 3-5 students. Teachers will be paid a stipend for their extra work hours.

Extra Curricular Activities:

The addition of music, golf and tennis as an enhancement of our instructional program will have definite advantages for our students. These three entities require an inner discipline in order to excel. We want our students to excel and become academically competitive. We want our students to meet or exceed each of the goals for the TAAS test as outlined by the State of Texas. We expect the discipline of music, golf and tennis to enhance our regular academic program.

Additional Studies:

Spanish as a second language will be incorporated into the Saturday School program. Spanish in the State of Texas is not a luxury but a necessity for long term success. It will behoove our students to have an oral command for Spanish. In fact, the person who speaks more languages will have the opportunity to be more successful. The African-American students will also become bi-lingual with the acquisition of Spanish.

Black History is an enhancement for cultural diversity as well as being an overlooked subject for the regular school day. This subject will be incorporated into the Saturday School curriculum also. This additional knowledge of students' heritage will contribute to their self esteem and self-worth.

New Innovations:

Health Program - The Children First Elementary Academy will form a partnership with the Dallas County Health Department or write a grant to the State of Texas Health Department to implement a health program. We will need to know if the students are not being successful because of different ailments. A health mobile can be assigned to our school for the purpose of giving our students a physical; we need to

know if they have problems with their eyes, ears, teeth, headaches, constipation, diarrhea, lead testing, scoliosis, or any other deterrent to the teaching/learning process.

Comprehensive Computer Program:

A comprehensive computer program will consist of a two year project that will begin in the second year of operation of the **Children First Elementary Academy**. This project will consist of the following components:

Main Frame for the school to operate as a central computer station. This main frame will be extensive enough to operate an "interactive classroom" for long distance learning. The interactive classroom will give our students access to information across the United States and possibly across the Universe. The Internet will become an integral part of our instructional program. The possibilities will become unlimited. The use of E-Mail will be an asset to our communication possibilities for our school, staff, students and parents. Finally, each student should have access to a lap-top computer. In order to implement this program, we will have to develop and form a partnership with corporate America. However, this concept is not out of the realm of being a possibility.

These are the long range instructional innovations that we are looking forward to implementing into our instructional program after the completion of our first year of existence.

3.g Attendance Goals/Strategies

Student Attendance - Students will be expected to attend school on a regular basis. The teaching/learning process will not be successful if the students are not present in class. In order to meet promotion requirements for **The Children First Elementary Academy**, students will be expected to attend classes at least 95% of the time designated for class. No students will be eligible for promotion with ten days absent from a class. The exceptions to this policy will be delineated in the policy manual. However, with the kind of teaching that will be taking place in our school, attendance will become a minor problem. Our major problem will be how to get kids to go home when school is dismissed. Students know when the educational process is good for them. They know when they are being taught and they know when they are learning. The natural tendency is for kids to hunger for knowledge. Our school will be designed to feed this natural hunger.

Strategies for Implementation:

The teacher, principal and/or designee will be responsible to call the parent of any student that is absent from school. This will also be an excellent opportunity for a parent volunteer to be involved in the school process. School staff will work with parents of students with legitimate school absences to get assignments that were missed. A variety of classroom activities and enthusiastic teachers will be a standard part of **The Children First Elementary Academy's** daily operation designed to encourage maximum student attendance. A child centered extra-curricular program which include music, band, piano, strings, dance, aerobics, golf, and tennis will also be designed to keep a student's interest which will encourage a high attendance rate.

The Student Attendance Incentive Program:

Our student attendance incentive program will consist of several components. Perfect attendance will be recognized every nine weeks. At the end of each nine weeks, students will be recognized over the PA system. Students with perfect attendance for each nine-week period will be invited to an attendance party. An Attendance program will be scheduled in order to honor students and their parents with certificates. At the end of each semester, students that maintained perfect attendance for three consecutive six-weeks will receive a pin, a certificate and invited to go on a school field trip. Students who maintained perfect attendance for the entire year will receive a school watch and a perfect attendance trophy.

Our faculty attendance incentive program will also consist of the same components. Perfect attendance will be recognized every nine weeks. At the end of each nine weeks, staff will be recognized over the PA system. Staff with perfect attendance for the nine week period will be invited to an attendance party. Each nine weeks, perfect attendance faculty members will receive an invitation to dinner for two and invited to go on a school field trip.

Perfect attendance for the year, the staff members will receive a gift certificate and a school watch.

3.h Extra Curricular Activities for Students

The extra curricular program for our students will be quite extensive. Student Council will serve as one component for student interaction with this phase of our program. A huge "club" concept will be developed and implemented for the students, for example, Mathematics Club, Science Club, and Harambee Club, etc.

Our students will have an opportunity to participate in intramural sports, specifically, basketball and volleyball. We will offer a school dance team for our students, boys and girls. Also, we will offer arts and crafts for the creative and imaginative students to further develop their skills. A complete physical fitness program including aerobics and the benefits of exercise. Health and nutrition will also be an integral part of our life long activities program. Finally, we will be offering participation in dance, band, choir, piano, strings, golf and tennis. These will be exciting times for our students, staff and parents. The activities are quite inclusive and offer quite a variety for the benefit of **The Children First Elementary Academy** students.

3.I Disciplinary Procedures:

Discipline procedures will be another facet of our comprehensive staff development program. It is expected that the teacher will utilize a discipline plan for their classroom: for example, first offense teacher will issue a warning; second offense teacher issue a time out; third offense teacher will deny a privilege; fourth offense teacher will call parent; fifth offense a parent conference will be requested; sixth offense student will be assigned to in-house suspension.

For serious offenses, the teacher will refer the student to the Principal's office. The Principal will work closely with parents to issue appropriate disciplinary consequences.

3.j Special Education Program:

Our Special Education program will feature ARD meetings to determine Admission into the program for students who have been referred for Special Education services. These meetings will include the student, the student's teacher, as well as the parent, an appropriate administrator and an Educational Diagnostician. Appropriate tests will be administered by a diagnostician and the results will be used to determine the students' eligibility for Special Education services.

Each eligible student will have an Individual Education Plan, (IEP), which will serve as an educational guideline for the school, teacher and the student to operate day to day. Any deviation in the IEP will necessitate an ARD meeting. Due process will also be an integral part of the students IEP. These students will be included in the Educational Mainstream and will be included in all school activities that they are interested in.

Services for expelled students will include Home Study and periodic Home Visits.

4.0 ACCOUNTABILITY:

Student achievement in **The Children First Elementary Academy** will consist of several components of measurement. First, the day to day teaching/learning process which includes daily monitoring and grading will ensure that our students are on the right track. The classwork will serve to introduce various skills appropriate for the grade level. Homework will serve as a reinforcement of the classwork. Teacher made assessments, (oral and written), will measure day to day performance for the teacher and student. A formal diagnostic assessment will be given after each nine-week instructional period. The data from each assessment will be used to guide the instructional blue print for the succeeding instructional period. The assessment will also be used to determine the skills that each student has mastered or to determine the skills that each student needs to continue to work toward mastery.

One of the end of the year measures of our academic program will be the TAAS test. The TAAS test will serve as one of the primary measuring tools for the teaching and learning process. The TAAS test will give us an indication of how well our students mastered the basic skills as outlined in the TEKS manual and how well our students compare with other students in the State of Texas. The school's student performance/passing level will be determined as set forth by the State. The goals for our school for the TAAS test will equal or exceed the goals as established by the State within three years.

Once the hard number is determined by the state for the 1998-99 school year, a systematic process will begin to ensure that our school, staff, students and parents are cognizant of what the minimum expectations will be for the school year: 1) a careful analysis of each student's previous performance will take place; 2) the analysis will focus on obvious weaknesses for the student; 3) the staff will be expected to utilize class time to strengthen academic weaknesses; 4) as homework is assigned, it will be utilized as a reinforcement for the class work given during the day; 5) teachers will be expected to communicate this information to parents on a regular basis; 6) parents will be informed of the goals, state and school, via newsletter, signs in the hallways, significant bulletin boards throughout the school setting, and oral communication between Principal and Teachers. This approach will be fully developed to ensure that students, parents, and staff are on one accord in reference to the goals of student achievement.

4.1 Additional Provisions

The accountability process will cover a variety of levels to assist in the academic excellence" goal for our school:

National Level:

The ITBS test will be utilized for assessment on the National level. More specifically, a pre-test - post-test design will be utilized for this phase of the academic program. A pre-ITBS test will be administered in October and a post-ITBS test will be administered in April. This design is selected for two reasons: 1) diagnostic purposes at the beginning of the school year - to determine where the students are functioning academically; 2) academic growth from the beginning of the school year to the end of the school year - to determine students' academic progress and to evaluate the teaching/learning process. The utilization of this instrument will also give us an idea of how our students compare to other students on a national level.

Local Level:

Classwork and homework will be utilized as a measure of student academic progress. These components will give us a daily, weekly progress report for student achievement. Teacher made assessments will also be a significant part of measuring student success. The Classroom assessments and homework assignments mastery level will range from 70 - 80%. A formal local school assessment will also be administered at the end of each nine-week period to determine the academic progress of each student. The results will be utilized as diagnostic information to plan and implement a consistently efficient educational program. The local assessment results will be shared with the parents and students after each nine-week instructional period and additional individual assistance will be provided to ensure student mastery of all objectives.

4.3 Variety of Methods

The Children First Elementary Academy will also utilize other ways of determining student progress during the course of the school year. The following list will be included:

- 1) Parent Surveys - the parent survey will be developed and designed to seek parental input as to how the school is performing in relation to student achievement. Parents are an incredible resource for aiding the school setting in serving the uniqueness of the individual child.

2) **Student Attendance** - It is expected that our daily student attendance will consistently be in the high 90%. In fact, we expect student attendance to consistently be above 97% on a daily basis. We will strive to make school fun and a place where students want to come to every day. Our comprehensive extra-curricular program and an educational program that ensures students success will promote good student attendance. High student attendance enhances our chances for student success.

3) **Staff Attendance** - It is expected that our staff will come to work on a consistent basis. Equally important for student attendance is staff attendance. The teaching/learning process can not excel without good teacher attendance. The extensive attendance award program, a comprehensive staff development program, and positive administrative support will promote good staff attendance.

4) **Parent Participation** - It is expected that parents will be an integral part of the teaching and learning process. We will therefore expect that parents will attend PTA meetings on a regular basis, visit their students in the classroom from time to time, schedule conferences with their child's teacher, and have a working relationship with their child's principal. We will solicit parents who will be full stakeholders and partners to promote the educational well-being of all of our students.

4.4 **Goals Evident**

Student achievement will be the primary focus of **The Children First Elementary Academy**. It will be our expectation to meet and/or exceed the academic performance goals on the TAAS test as established by the State of Texas within three years. The pre and post ITBS test will allow us to determine the success of our instructional program in meeting the goal of ensuring that each student make positive educational progress.

4.5 **Timelines/Reporting Process**

The TAAS test will be administered in accordance to the state guidelines and schedule.

A pre and post ITBS test will be administered and the results will be used to measure the academic progress that the student have made during the course of the school year.

Periodic nine-week assessments will be administered to measure the academic progress of our students on a continuous basis throughout the school year. The results will be shared with parents and students. Report cards will be issued after each nine-week instructional period to share information with parents about their child's daily academic progress, attendance summary, and citizenship.

5.0 Statement of Impact

Date: June 16, 1998

North Forest Independent School District
Office of the Superintendent
10721 Mesa Drive
Houston, Texas 77078

North Forest Independent School District
Office of the Board President
10721 Mesa Drive
Houston, Texas 77078

Proof of Mailing:

Copies of the "Receipt for Certified Mail" and a copy of the letters sent to the Superintendent and Board President are presented on the following pages.

June 16, 1998

Dallas Public Schools
Office of the Board President
3700 Ross Avenue
Dallas, Texas 75204

Dear Superintendent and President of the Board of Trustees:

This is to inform you that Excellence 2000, Inc. intends to submit an application (amendment) to the State Board of Education for consideration for approval of an open-enrollment charter school. As part of the application (amendment) process, entities applying for approval are required to notify any districts that are likely to be affected by the establishment or amendment of an open-enrollment charter school.

Specifically, the guidelines approved by the State Board of Education require that the enclosed form, entitled Statement of Impact, and a copy of the application for the proposed open-enrollment charter school (amendment) be sent to each district that may be affected. Information is requested if the proposed charter may impact the student enrollment of a district in a manner that impairs the district's ability to comply with a court order. The enclosed form must be completed by any district that may be affected, signed by the 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 (amendment) 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 (amendments), please contact Brooks Flemister in the Office of Charter Schools at (512) 463-9575. If you have questions about the enclosed application for approval of an open-enrollment charter school affecting your school district, please contact Claudis Allen, Ph.D., Executive Director, at (214) 388-8603.

Sincerely,



Claudis Allen, Ph.D., Executive Director,
The Children First Elementary Academy

Statement of Impact

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

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

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

The Texas Education Agency
Division of Charter Schools
1701 North Congress Avenue
Austin, Texas 78701

The form must be received by **August 31, 1998** for consideration by the State Board of Education with respect to approval of the proposed open-enrollment charter school. For information about the procedures for approval of open-enrollment charter schools, please contact Brooks Flemister, Division of Charter Schools, (512) 463-9575.

Statement of Impact

Name of Proposed Charter School: _____

Check the appropriate response below:

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

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

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

Z 137 218 035

US Postal Service

Receipt for Certified Mail

No Insurance Coverage Provided.

Do not use for International Mail (See reverse)

PS Form 3800, April 1995

Sent to	
OFFICE OF BOARD PRESIDENT	
Street & Number	
3520 E ILLINOIS	
Post Office, State, & ZIP Code	
DALLAS TX 75216	
Postage	\$
Certified Fee	
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	
Return Receipt Showing to Whom, Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 167
Postmark or Date	

Z 137 218 034

US Postal Service

Receipt for Certified Mail

No Insurance Coverage Provided.

Do not use for International Mail (See reverse)

PS Form 3800, April 1995

Sent to	
OFFICE OF Superintendent	
Street & Number	
3520 E ILLINOIS	
Post Office, State, & ZIP Code	
DALLAS TX 75216	
Postage	\$
Certified Fee	
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	
Return Receipt Showing to Whom, Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 167
Postmark or Date	

Z 137 218 031

US Postal Service

Receipt for Certified Mail

No Insurance Coverage Provided.

Do not use for International Mail (See reverse)

PS Form 3800, April 1995

Sent to	
OFFICE OF BOARD PRESIDENT	
Street & Number	
3700 ROSS AVE	
Post Office, State, & ZIP Code	
DALLAS TX 75227	
Postage	\$
Certified Fee	
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	
Return Receipt Showing to Whom, Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 167
Postmark or Date	

Z 137 218 024

US Postal Service

Receipt for Certified Mail

No Insurance Coverage Provided.

Do not use for International Mail (See reverse)

PS Form 3800, April 1995

Sent to	
OFFICE OF Superintendent	
Street & Number	
3700 ROSS AVE	
Post Office, State, & ZIP Code	
DALLAS TX 75204	
Postage	\$
Certified Fee	
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	
Return Receipt Showing to Whom, Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 167
Postmark or Date	

Z 137 218 032

US Postal Service

Receipt for Certified Mail

No Insurance Coverage Provided.

Do not use for International Mail (See reverse)

Sent to OFFICE of Superintendent	
Street & Number 10721 MESA DRIVE	
Post Office, State, & ZIP Code HOUSTON TX 77078	
Postage	\$
Certified Fee	
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	
Return Receipt Showing to Whom Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 1.67
Postmark or Date	JUN 15 1998

PS Form 3800, April 1995

Z 137 218 033

US Postal Service

Receipt for Certified Mail

No Insurance Coverage Provided.

Do not use for International Mail (See reverse)

Sent to OFFICE of Board President	
Street & Number 10721 MESA DRIVE	
Post Office, State, & ZIP Code HOUSTON TX 77078	
Postage	\$
Certified Fee	
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	
Return Receipt Showing to Whom Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 1.67
Postmark or Date	

PS Form 3800, April 1995

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6.0 Geographical Area Served by the Program:

The Children First Elementary Academy is located within the South Eastern community of Houston, Texas. A map is presented on the following page containing the location of our school as well as the boundaries for the attendance zones. Each direction is color coded for easy reference and identification purposes. On the map, the Purple Dot represents the location of The Children First Elementary Academy.

Southern Border:

North Loop represents the Southern border for our School (Green Color).

Northern Border:

Mt. Houston represents the Northern border for our School (Red Color).

Western Border:

Highway 59 represents the Western border for our school (Blue Color).

Eastern Border:

Lake Houston Parkway represents the Eastern border for our school (Orange Color).

7.0 Enrollment Criteria:

The age requirement for The Children First Elementary Academy will range from five (5) years to twelve (12) years of age. Our grade configuration will be inclusive of Kindergarten students through Fifth graders.

Our basic philosophy is to serve children who have not been successful in the public schools. This philosophy covers the spectrum of academics as well as discipline. We consider the two aspects interdependent upon each other. Therefore, students will be enrolled in **The Children First Elementary Academy** on a first come, first serve basis until the enrollment cap of 125 students is met. Other students will be put on a waiting list until space becomes available.

We will not have exclusion policies for the students. However, the Academy will consider each student application on a case by case basis with a Principal and parent conference being required before acceptance. The parent conference will be designed to help the parent understand their role in the success of their child in our school setting. We do not intend to exclude students who have a documented history of criminal offense, juvenile court adjudication, or discipline problems under TEC, Chapter 37, Subchapter A.

We feel that our school will have a very strong focused curriculum in addition to teachers who are well trained in communication skills for students and parents. Therefore, our school setting may be a last ditch effort for the parents and students who have experienced difficulty in other school settings.

Admission Criteria

8.0 Professional Qualifications

It will be the policy of **The Children First Elementary Academy** to employ personnel for all vacancies regardless of national origin, race, creed, religion, marital status, age, sex, handicap, or color. TB testing and criminal background checks will also be required of all employees.

Administrators:

The **Executive Director (Superintendent/CEO)** for **The Children First Elementary Academy** has thirty years experience in the field of education. He has served as a classroom teacher, assistant principal, principal at the Elementary and Junior High School as well as a Central Office administrator. We expect to capitalize on this expertise and experience as we develop the Academy into a highly competitive learning institution. The best part of compiling these experiences is that our Executive Director also has a superb track record for developing "high achieving" Elementary and Junior High Schools while working with at-risk students. These experiences were all in locations similar to the school environment for **The Children First Elementary Academy**. The top leadership germane to a successful school setting is already in place.

Staff Development/Curriculum Coordinator (Associate Superintendent):

We are seeking a person who has at least five years of successful experience at various levels of school operation. We want a person who, first of all, can teach. The teaching process will be an integral part of the whole position. We need someone who is knowledgeable of the teaching process from Early Childhood to the High School level.

The reason for the person to be a teacher and knowledgeable of the teaching process is because this position will be extremely important for the students and the staff. We want this person, in collaboration with the principal, to assist teachers in their planning, to direct and implement curriculum development, to direct the implementation and evaluation of the teaching/learning process and to organize and conduct staff development activities. At some point in time, this person may have to go into the classroom and demonstrate a teaching concept with the children present in the classroom. We expect the procedure to be beneficial for both teacher and students.

We expect this person to be responsible for the establishment of the staff development calendar, along with the Principal and staff. This person will primarily be responsible to conduct the staff development sessions and/or ensure that a capable person is available to handle the task. Therefore, this person must be knowledgeable of a variety of educational innovations; knowledgeable of teaching and learning styles, methodologies and strategies.

This person must be able to work with parents and other community members. Whenever the occasion presents itself, this person will have to work closely with a "special teacher" to assist in curriculum development, teaching approaches, and in evacuating the teaching process.

This person will also be responsible to assist the Principal in purchasing teaching materials and supplies for the classroom and school setting in general.

Principal:

We want our principal to have endless energy and enthusiasm for the challenge at hand. We want our principal to be totally committed to the challenge of developing a high achieving charter school. We are looking for a special personality that lends itself to catering to the needs of others. Our staff of teachers and support personnel will have to be trained to deal with a multitude of special needs. Our principal must lead and guide them through this maze of challenges.

Our principal must be an instructional leader with the ability to garner support for the implementation of a highly focused curriculum. The principal must lead and guide the teaching staff into the concept of "profiling" student achievement, evaluating the results and, interpreting these data to parents and students. Our principal must be able to monitor the day to day instructional processes and ensure that the teaching/learning process is totally focused on the academic progress of each student. Our principal must have the ability to conduct staff development sessions and have a keen awareness of whom to hire to ensure that professional development is a continuous process for the staff.

Our principal must have a keen sense for planning and must understand the importance of having a plan to share with the staff and parents. Our principal must also be able to communicate with our parents. A great deal of our program will rely on parental cooperation and participation for successful implementation. The principal and their rapport with the parents will be the key to ensuring success for the total school program.

Teachers:

The Children First Elementary Academy will exercise our option to allow for hiring teachers with special skills and abilities rather than specific certifications. We will be pursuing people with a burning desire to serve the children with whom we are entrusted the responsibility to educate. Our teachers for the most part will have degrees but this will not be the only criteria for us to hire them. We are looking for teachers who can be trained through staff development to become fully prepared to

face the challenge of educating our boys and girls. We are looking for enthusiastic people who can grasp the concept of implementing a fast paced highly focused curriculum and can accept the guidance from an administrator who will also be responsible for implementing the accelerated teaching/learning concept.

We need people to be part of the staff who can communicate with other adults as well as a sixth sense for communicating with children with special needs. We are looking for teachers who will take special pride in the success of their students in the classroom setting and will stress the importance of homework assignments. We want teachers who will do their very best to ensure that all students perform well on teacher made assessments as well as state and national exams. We want teachers who will consider their students' success as personal and a reflection of the quality of teaching taking place in their classrooms. We want teachers who will be willing to plan and implement activities that will give our students experiences that they may not experience if not for their attending our school setting. We want teachers who will be willing to participate in extended school activities, for example, Saturday school, after school programs, and specific school sponsored field trips.

Counselors:

The Children First Elementary Academy is seeking a counselor who has a burning desire to contribute to the development of a high achieving charter school. We will be seeking a person who can communicate with staff, parents and children. We especially want a person who can facilitate a program where special services may be provided at the school setting for the benefit of the parents and students. We will need a person who can manage their time so that all the students may have access to counseling services. We need a person who will avail themselves to the parents during parent conference time and/or arrange special times to be available for the parents. We want a counselor to be knowledgeable about the instructional program and the status of individual students' academic achievement in relation to the instructional program.

8.b Teaching Philosophy:

Our program will feature a highly focused instructional program for each subject and for each grade level to ensure that students are successful in mastering the skills as outlined in the TEKS manual, and the objectives as outlined on the ITBS and the TAAS tests. The highly focused instructional program will be designed by the teachers, principal and the staff development coordinator. The staff development coordinator will be a person on staff who will assist with the planning, implementation and evaluation of the staff development program. The concept of the highly structured instructional program is designed to deal with the "what to teach" aspect of planning. It is very important to have input from the teaching staff during the development of the instructional program. When this aspect of the curriculum is planned (what), the teacher input is imperative. The second aspect is "when to teach" and must be done with the aide of the school calendar. The school calendar plays such an important role in this process because of the concept of "continuity" and will answer the question of "when". The school calendar has to deal with holidays, assembly programs, early release, and/or other interruptions that may cause the instructional program to be delayed or stopped.

Profiling the data is an important step in the instructional process. The profiling will be a way to prepare the data for visual interpretation by students and parents. Each time a school assessment is given to the students the data will be profiled for comparison. This will give the teacher, student and the parent an opportunity to readily see and monitor the progress of the student.

Close monitoring of the teaching/learning process will be an integral part of the instructional program for **The Children First Elementary Academy**. The principal will monitor the day to day process. On a regular scheduled nine-week time frame the children will take an assessment to determine the progress of the instructional program. These data will be profiled and color coded for student and parent perusal.

Sharing the data with parents and students will be an integral part of the instructional program also. Teachers will be responsible to share results with the students in their classroom. Also, teachers will share these data with parents in a timely manner. The principal and counselor will be able to assist in the interpretation of these data to the students and parents.

The next important component of the teaching process will be "sequencing the skills". This step will ensure that the skills are being taught in a manner which will enhance the learning process for the students. Each individual student will have an opportunity to work on the skills that they are deficient in and to maintain the

mastery level of the skills that they are already proficient in. Reteaching and individualized student assistance will be essential to promoting the success of our instructional program.

In essence, the teaching philosophy will encompass several different steps.

- 1) highly structured curriculum
 - a) skills (what to teach) TEKS, TAAS and ITBS Objectives
 - b) sequencing the skills (in what order)
 - c) Instructional Cycle (when) - each nine-week period
- 2) profiling the data
- 3) evaluating the data and instruction
- 4) sharing the data with students and parents
- 5) individualized student assistance
- 6) reteaching

We will expect our teaching staff to have degrees for the most part. In special situations, we will make exceptions to this policy, for example, for our Spanish classes. If we are not able to hire a person with a degree to teach Spanish to our children, we will hire a parent or a community person who is fluent in Spanish and English. Our staff development coordinator will be responsible to work with this person to develop curriculum and lesson plans. The Curriculum Coordinator will work in collaboration with the principal to ensure that the subject will be taught in a manner which will benefit the boys and girls of **The Children First Elementary Academy**.

In order to ensure that the special needs of the students from special education will be met we will hire part-time personnel, for example a speech teacher and an educational diagnostician, to accommodate our students needs as necessary.

8.c Staff Development and School Goals

STAFF DEVELOPMENT CALENDAR SUMMARY
1998-99

September 21, 1998 (8:00-3:45)	Children First Elementary School's Philosophy(High Expectations for Student Success) --- Focused Curriculum --- TEKS Training--- Accelerated Teaching/Learning --- Student Academic Profiling(Monitoring Student Progress)
September 22, 1998 (8:00-3:45)	Lesson Plans --- Interdisciplinary Teaching Strategies --- Reading, Writing, Math, Science, Social Studies Teaching Strategies
September 23, 1998 (8:00-3:45)	Children First Elementary School's General Policies and Procedures --- Discipline Procedures and Strategies --- Culturalism and It's Ramifications
September 24, 1998 (8:00-12:00)	Communicating Academic Success to Parents and Students --- Understanding Success (Student-Teacher-Parent-School)
September 24, 1998 (1:00-3:45)	Teacher Preparation (Distribution of Books and Supplies --- Room Preparation)
September 25, 1998 (8:00-3:45)	Teacher Preparation

STAFF DEVELOPMENT SCHEDULE 1998-99

Regular Staff bi-monthly meetings are scheduled on Wednesday afternoons:

October 7, 1998 3:30 - 4:30

Lesson Plans
Focused Curriculum
Accelerated Teaching/Learning

October 21, 1998 3:30 - 4:30

Interdisciplinary Curriculum
Profiling System

November 4, 1998 3:30 - 4:30

Teaching Styles/Learning Styles
Reading/Writing
Discussion of Upcoming Diagnostic Assessment

November 18, 1998 3:30 - 4:30

Science/Mathematics
Communicating Diagnostic Assessment Results to Students/Parents
Profiling Data

December 2, 1998 3:30 - 4:30

Planning for Staff Update, Curriculum Update, and
Student Academic Progress Update

School Out for Christmas Break December 18, 1998

Staff Inservice Day January 4, 1998 8:00 - 3:30

**THE CHILDREN FIRST ELEMENTARY ACADEMY
STAFF DEVELOPMENT SCHEDULE
1998-99**

January 13, 1999	3:30 - 4:30
Reading/Writing	
January 27, 1999	3:30 - 4:30
Science/Mathematics	
February 10, 1999	3:30 - 4:30
Focused Curriculum Planning	
February 24, 1999	3:30 - 4:30
Profiling/Assessment Results	
March 10, 1999	3:30 - 4:30
Interdisciplinary Teaching/Curriculum	
March 24, 1999	3:30 - 4:30
Accelerated Teaching/Learning	
April 7, 1999	3:30 - 4:30
Profiling Systems	
April 21, 1999	3:30 - 4:30
Lesson Plans	
May 5 and 19, 1999	3:30 - 4:30
Principal/Staff School Closing	

June 2, 3, & 4, 1999

8:00 - 3:30

End of Year Activities

**THE CHILDREN FIRST
ACADEMY**

ELEMENTARY

STAFF DEVELOPMENT

SCHEDULE

1998-99



Dr. Claudis Allen, Executive Director/Superintendent

Teachers Teaching.....

Students Learning.....

Parents Involved.....

draft

**"ALL CHILDREN
CAN AND WILL LEARN"**

9.a Budget Development Process

The budgeting process for **The Children First Elementary Academy** will focus on ensuring that all stakeholders are involved. The administrative staff will be responsible for preparing the annual budget for submission to the Governing Board for their perusal and final approval. The preparation will require input from the principal, the staff, parents, and community persons.

The entire process will take approximately 30 to 60 days. The budget will be submitted to the Governing Board their perusal. The Governing Board will study the budget submission, ask questions, make suggestions, schedule an open meeting for parent and staff participation, and finally make the decision for approval.

Budget Worksheet for Charter Schools

on

following pages

Budget Worksheet for Charter Schools

Overview	Object Code	Total
Net Assets at Beginning of Year		<u>-0-</u>
Estimated Revenues:		
Local Sources		
State Sources	<u>\$1,814,940.00</u>	
Federal Sources	<u> </u>	
Other Sources	<u> </u>	
Total Estimated Revenues		<u>\$1,814,940.00</u>
Estimated Expenses:		
Payroll Costs	6100 <u>\$1,022,486.00</u>	
Professional and Contracted Services	6200 <u>221,500.00</u>	
Supplies and Materials	6300 <u>324,000</u>	
Other Operating Costs	6400 <u>243,000.</u>	
Debt Expense	6500 <u>-0-</u>	
Total Estimated Expenses		<u>\$1,810,986.00</u>
Gains	7950 <u>-0-</u>	
Losses	8950 <u>-0-</u>	
Change in Net Assets		<u> </u>
Net Assets at End of Year		<u>\$3,954.00</u>

**Charter School Budget Categories
Expenses**

	Function Code	Object Code	Total
Instruction:	11		
Payroll Costs	6100	450,560.00	
Professional and Contracted Services	6200	-0-	
Supplies and Materials	6300	25,000.00	
Other Operating Costs	6400	22,000.00	
Debt Expense	6500	-0-	\$497,560.00
Total Instruction			
Instructional Resources and Media Services:	12		
Payroll Costs	6100	33,280.00	
Professional and Contracted Services	6200	3,000.00	
Supplies and Materials	6300	33,000.00	
Other Operating Costs	6400	15,000.00	
Debt Expense	6500	-0-	
Total Instructional Resources and Media Services			\$84,280.00
Curriculum Development and Instructional Staff Development:	13		
Payroll Costs	6100	-0-	
Professional and Contracted Services	6200	60,000.00	
Supplies and Materials	6300	-0-	
Other Operating Costs	6400	12,500.00	
Debt Expense	6500	-0-	
Total Curriculum Development and Instructional Staff Development			\$72,500.00
Instructional Leadership:	21		
Payroll Costs	6100	93,440	
Professional and Contracted Services	6200		
Supplies and Materials	6300	9,000	
Other Operating Costs	6400	2,500	
Debt Expense	6500		

070

	Function Code	Object Code	Total
Total Instructional Leadership			<u>104,940</u>
School Leadership:	23		
Payroll Costs		6100 \$60,160.00	
Professional and Contracted Services		6200 <u>40,000.00</u>	
Supplies and Materials		6300 <u>15,000.00</u>	
Other Operating Costs		6400 <u>5,000.00</u>	
Debt Expense		6500 <u>-0-</u>	
Total School Leadership			<u>\$120,000.00</u>

Charter School Budget Categories (Continued)

	Function Code	Object Code	Total
Guidance, Counseling and Evaluation Services:	31		
Payroll Costs	6100	51,200.00	
Professional and Contracted Services	6200	7,000.00	
Supplies and Materials	6300	10,000.00	
Other Operating Costs	6400		
Debt Expense	6500		
Total Guidance, Counseling and Evaluation Services			\$68,200.00
Social Work Services: (Optional)	32		
Payroll Costs	6100		
Professional and Contracted Services	6200		
Supplies and Materials	6300		
Other Operating Costs	6400		
Debt Expense	6500		
Total Social Work Services			
Health Services:	33		
Payroll Costs	6100	24,320.00	
Professional and Contracted Services	6200	-0-	
Supplies and Materials	6300	6,000.00	
Other Operating Costs	6400	3,000.00	
Debt Expense	6500	-0-	
Total Health Services			\$33,320.00
Student Transportation: (Optional)	34		
Payroll Costs	6100	10,750.00	
Professional and Contracted Services	6200	50,000.00	
Supplies and Materials	6300	15,000.00	
Other Operating Costs	6400	8,000.00	
Debt Expense	6500	-0-	
Total Student Transportation			\$83,750.00

	Function Code	Object Code	Total
Food Services: (Optional)	35		
Payroll Costs		6100	<u>28,260.00</u>
Professional and Contracted Services		6200	<u>12,000.00</u>
Supplies and Materials		6300	<u>150,000.00</u>
Other Operating Costs		6400	<u>10,000.00</u>
Debt Expense		6500	<u> </u>
Total Food Services			\$200,260.00

073

Charter School Budget Categories (Continued)

	Function Code	Object Code	Total
Co-curricular/Extracurricular Activities: (Optional)	36		
Payroll Costs	6100	51,600.00	
Professional and Contracted Services	6200	<u>-0-</u>	
Supplies and Materials	6300	35,000.00	
Other Operating Costs	6400	<u>10,000.00</u>	
Debt Expense	6500	<u>-0-</u>	
Total Co-curricular/Extracurricular Activities			<u>\$96,600.00</u>
General Administration	41		
Payroll Costs	6100	131,840.00	
Professional and Contracted Services	6200	<u>-0-</u>	
Supplies and Materials	6300	25,000.00	
Other Operating Costs	6400	<u>110,000.00</u>	
Debt Expense	6500	<u>-0-</u>	
Total General Administration			<u>\$266,840.00</u>
Plant Maintenance and Operations:	51		
Payroll Costs	6100	28,260.00	
Professional and Contracted Services	6200	<u>45,000.00</u>	
Supplies and Materials	6300	15,000.00	
Other Operating Costs	6400	<u>7,500.00</u>	
Debt Expense	6500	<u>-0-</u>	
Total Plant Maintenance and Operations			<u>\$95,760.00</u>
Security and Monitoring Services: (Optional)	52		
Payroll Costs	6100	34,240.00	
Professional and Contracted Services	6200	<u>1,500.00</u>	
Supplies and Materials	6300	6,000.00	
Other Operating Costs	6400	<u>2,500.00</u>	
			074

APPLICATION ✓

Debt Expense	6500	<u>-0-</u>	
Total Security and Monitoring Services			<u>\$44,240.00</u>
Data Processing Services:	53		
Payroll Costs	6100	<u>24,576.00</u>	
Professional and Contracted Services	6200	<u>3,000.00</u>	
Supplies and Materials	6300	<u>5,000.00</u>	
Other Operating Costs	6400	<u>10,000.00</u>	
Debt Expense	6500	<u>-0-</u>	
Total Data Processing Services			<u>\$42,576.00</u>

075

65

RFA # 701-97-028

Charter School Budget Categories (Continued)

	Function Code	Object Code	Total
Community Services: (Optional)	61		
Payroll Costs		6100 _____	
Professional and Contracted Services		6200 _____	
Supplies and Materials		6300 _____	
Other Operating Costs		6400 _____	
Debt Expense		6500 _____	
Total Community Services			_____
Fund Raising: (Optional)	81		
Payroll Costs		6100 _____	
Professional and Contracted Services		6200 _____	
Supplies and Materials		6300 _____	
Other Operating Costs		6400 _____	
Debt Expense		6500 _____	
Total Fund Raising			_____
TOTAL EXPENSES (All Functions)			<u>\$1,810,986.00</u>

9.b. Audit Process

The Children First Elementary Academy,s administrative personnel will perform an internal audit of the financial records on an on-going basis. An outside certified public accountant, individual or firm, will be hired to perform auditing services for the school financial records and prepare a report and presentation to the Governing Board for their information and approval at least once each year. The Executive Director and Principal will provide documentation and other pertinent information to the auditing firm.

9 c. PEIMS Participation Plan

The Children First Elementary Academy will follow the guidelines and timelines of the State Board of Education rules for reporting PEIMS data in a timely manner through the Region X Education Service Center or directly to the Texas Education Agency.

9d. Facility

The Children First Elementary Academy has chosen a building which was originally designed to be utilized as a church. It is a large building with classrooms, kitchen, restroom facilities, and other amenities which lend themselves to being used for a school setting. The building is sitting on a large lot big enough to add a portable building as the Academy grows and requires expansion. This facility is attractive because its location will lend itself to the prospect of attracting our target population of at-risk students.

A copy of the lease agreement signed by the building owner is located on the following pages.

LEASE

This lease is made this 22nd day of December, 1997 by and between Harmony Baptist Church, hereinafter the Landlord, and The Children First Elementary Academy, hereinafter the Tenant.

In consideration for the mutual promises and covenants contained herein, and for other good and valuable consideration, the parties hereby agree as follows:

1. THIS LEASE IS BINDING PENDING APPROVAL OF THE CHARTER SCHOOL APPLICATION SUBMITTED TO THE TEXAS CHARTER SCHOOL BOARD. THE APPLICATION IS SUBMITTED ON OR BEFORE JANUARY 9, 1998, APPROVAL/REJECTION SHOULD HAPPEN ON OR BEFORE MARCH 9, 1998.

2. LEASE IS AGREED UPON IN DECEMBER, 1997, TENANT HAS SIX MONTHS FROM APPROVAL OF THE CHARTER SCHOOL APPLICATION SUBMITTED TO THE TEXAS CHARTER SCHOOL BOARD TO READY BUILDING FOR HABITATION.

3. THE FIRST MONEY EXCHANGE WILL BE OCTOBER 1, 1998 IN THE AMOUNT OF FOUR (4) MONTHLY PAYMENTS, JULY-AUGUST-SEPTEMBER-OCTOBER, IN THE AMOUNT SPECIFIED IN THE LEASE. A SINGLE MONTHLY PAYMENT THEREAFTER WILL COMMENCE ON THE FIRST OF EACH SUBSEQUENT MONTH.

4. The Landlord leases to the Tenant, and the tenant rents from the Landlord the following described premises:

7406 Touchstone Street Houston, Texas 77028

5. The term of the Lease shall be for One year
commencing July 1, 19 98 and ending June 30,
19 99.

6. The Tenant shall pay to the Landlord as rent \$ 24,000.00 per year in
equal monthly installments of \$ 2,000.00, payable the first day of each
month at the following address:
7406 Touchstone Street Houston, Texas 77028

7. Tenant shall use and occupy the premises only as a Charter School/the Children
First Elementary Academy subject at all times to the approval of the
Landlord.

8. The Tenant shall not make any alterations in, additions to or improvements to the
premises without the prior written consent of the Landlord.

9. The Landlord, at his own expense, shall furnish the following utilities or amenities for
the benefit of the Tenant:

None: However, the tenant may utilize any existing amenities
that may be of benefit to the tenant.

10. The Tenant, at his own expense, shall furnish the following:

Basic utilities, light gas, water, telephone, etc.; Furniture
supplies and equipment for school use.

11. The Tenant shall comply with all rules, regulations, ordinances codes and laws of all
governmental authorities having jurisdiction over the premises.

12. The Tenant shall not sub-let or assign the premises nor allow any other person or business to use or occupy the premises without the prior written consent of the Landlord, which consent may not be unreasonably withheld.

13. At the end of the term of this Lease, the Tenant shall surrender and deliver up the premises in the same condition (subject to any additions, alterations or improvements, if any) as presently exists, reasonable wear and tear excluded.

14. The Tenant shall purchase at his own expense public liability insurance in the amount of \$ 1,000,000.00 as well as fire and hazard insurance in the amount of \$ 150,000.00 for the premises and shall provide satisfactory evidence thereof to the Landlord and shall continue same in force and effect throughout the Lease term hereof.

15. This Lease shall be binding upon, and inure to the benefit of, the parties, their heirs, successors, and assigns.

Signed this 22nd day of December, 19 97.

Rev. John Carpenter
Landlord

Claudia Allen, Ph.D.
Tenant/Agent for Children First Elementary Academy

Aylin Levy
Tenant/Agent for Children First Elementary Academy

9 e. Transportation

The Children First Elementary Academy will comply with State requirements in providing transportation for students to and from school. We are in the process of locating and purchasing a bus or two vans or Suburbans, pending charter approval.

9 f. Food Service

The Children First Elementary Academy will provide breakfast and lunch for the students. This service will be provided by one of the following: 1) internal cafeteria staff; 2) private vendor; 3) contract with one of the nearby schools in the local school district to serve our students and staff.

10. Policy for PEG Student

The Children First Elementary Academy will develop a policy to accept PEG students (transfers) into the charter school.

At the appropriate time, a formal policy will be submitted to the Governing Board for approval and inclusion into the policy manual.

Alice Johnson Junior High School

APPLICATION

Principal

Mr. Marcelino Costilla

Assistant Principals:

Mr. Richard Ramey

Mrs. Bonita White Sharpe



Hornets

15500 Proctor
Channelview, Texas 77530
(281)452-8030

December 18, 1997

TO WHOM IT MAY CONCERN:

As a member of the board of directors and a [REDACTED], the best I can say may not be a sufficiently good recommendation for the team that has proposed to open "Children First Elementary Academy!" This team has excellent leadership, curriculum development, and budgeting skills. Most importantly, they all love children. Together, they bring more than 50 years of experience and expertise in the above mentioned skills and in teaching children of all calibers.

I have the highest of expectations for this team and know they will be a success if given the opportunity.

Sincerely,

[REDACTED]

063

STATE of TEXAS
HOUSE of REPRESENTATIVES

Harold V. Dutton, Jr.
District 142

Committees:
Public Education, Vice-Chairman
Calendars
Civil Practices

December 19, 1997

TO WHOM IT MAY CONCERN:

It is my understanding that *Children First Elementary Academy* ("*Children First*") has made application for a charter school and I want to offer my unconditional support for this application. It is also my understanding that *Children First* will operate in the North Forest Independent School District area. After reviewing their instructional plan, I am sure you will join me in concluding that this program will be immensely beneficial to the boys and girls in the *Children First* program and an asset to Northeast Houston.

Additionally, as an elected official representing, at least in part, the North Forest area, I am acquainted with Ms. Sylvia L. Terry and I am impressed with her dedication and leadership. I believe her involvement with the *Children First* guarantees its success.

Again, I join all others in support of this application, as *Children First* will be important to the education success of our children.

Best regards,

A large, stylized handwritten signature in black ink, appearing to read "Harold V. Dutton, Jr." with a large flourish at the end.

HAROLD V. DUTTON, JR.

BURNEY & FOREMAN

Attorneys and Counselors at Law

5445 ALMEDA, SUITE 400
HOUSTON, TEXAS 77004
(713) 526-6404
Fax: (713) 526-9415

Zinetta A. Burney
Peggy Foreman

Marchris G. Robinson

December 17, 1997

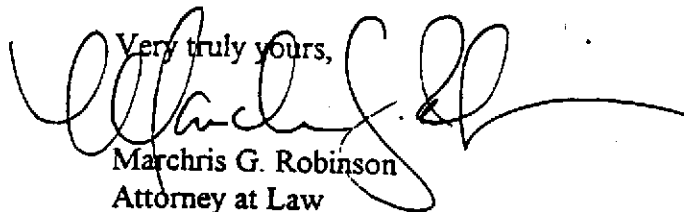
To Whom It May Concern:

It is with pleasure that I write this letter of recommendation for Ms. Sylvia Terry and her team of educators regarding their proposal for the Children First Elementary Academy. The education of our youth is the number one priority facing us as we move toward the 21st century. The Academy is the type of project that will ensure that this lofty goal is reached.

As a past administrator in the North Forest Independent School District, Ms. Terry has the background, experience and commitment to ensure the success of the Academy.

Your support and assistance would be greatly appreciated.

Very truly yours,



Marchris G. Robinson
Attorney at Law

December 16, 1997

To Whom It May Concern:

It has been my privilege to know and work with Ms. Sylvia Terry for a period of more than ten years. In that time I have known her both professionally and socially.

It is my observation that as a teacher Ms. Terry is a true professional, performing her duties to the best of her ability with upmost efficiency. She is innovative and dynamic in the classroom, infusing her students with tremendous motivation, instilling in them an appetite for the joys of learning.

I am pleased to know that a school of this caliber wishes to locate in our community. Based on the curriculum design, reaching out and teaching every child is the goal. With a dedicated staff and administration, I am sure it will be a success if given the opportunity. As an educator, I am aware of what quality education is, therefore I recommend the opening of "Children First Elementary Academy."

Sincerely,



Lee Brewer
Retired Teacher



The Ark of Safety Baptist Church

Except you stay in the boat you cannot be saved

HOUSTON, TEXAS 77061

PHONE: (713) 433-9406

DR. H. L. WILLIAMS, PASTOR

December 16, 1997

TO WHOM IT MAY CONCERN:

I am pleased to serve as a member of the Board of Directors for the Children First Elementary Academy Charter School. It brings me great pleasure to know that a school of this caliber wishes to locate in the North Forest community. Considering the curriculum design, reaching out and teaching every child is the goal. With a dedicated staff and administration, I am sure it will be successful.

I have high expectations of the team that will be administrating this school, and I feel that it will be an asset to our community. As an educator, I am aware of what quality education is, therefore, I recommend the opening of "Children First Elementary Academy."

Sincerely,

(Dr.) Hugh L. Williams, Pastor

12290 C Wild Pine
Houston, TX 77039
December 16, 1997

TO WHOM IT MAY CONCERN:

I submit this letter of support for the Children First Elementary Academy Charter School because I believe in its concepts. As an educator of North Forest and a [REDACTED], it is my personal and professional opinion that the instructional plan originating from the application for Children First will be an asset to the boys and girls.

I am personally familiar with the quality of work displayed by the leadership team and I highly recommend it to the Charter School Committee.

Sincerely,

[REDACTED]

North Forest ISD Teacher

Five Bay Oaks Drive
La Porte, Texas 77571
December 18, 1997

To Whom It May Concern:

Mrs. Sylvia Jerry has written a proposal for a new school: Children First Elementary Academy. I would like to express my long-standing awe and respect for her as a force for good in the world. How fortunate that such a proven person is turning her focus to children at this time.

So many children experience the tragedy of unrecognized giftedness and undeveloped talent and intelligence. It takes special leadership, responsive and understanding staff, as well as abundant and appropriate materials, to ensure that a child has the best chance to reach his potential and unique destiny.

National magazines publish accounts of models like the Marva Collins Westside Preparatory School in Chicago, Sylvia Ashton-Warner's Maori School in Australia, and stunning

inner-city turn-arounds by visionary educators. Such environments bring children accomplishment, life-long self-esteem, wide-reaching scope, and ethical values. Children who are educated with enlightened methods by brilliant staff will influence thousands of others in their lifetimes in positive ways; progressive schools are of infinite value to society.

I believe that Mrs. Terry is one of the most able persons in the state of Texas; she is wise and humorous, a natural and gifted teacher, eloquent leader, and deeply responsible citizen. Her life has been one of productive dedication to others — as an educator, a successful negotiator for the rights and dignity of Texas school-teachers, a community pathfinder.

She is a rare, uniquely relevant, well-organized and staunchly dependable woman who reaches her goals.

I feel certain that her vision of Children First Elementary Academy will lead to a history-making outcome.

Sincerely,

90 Ms. Judith Anderson

HARMONY BAPTIST CHURCH

7406 Touchstone Street

Houston, TX 77028

Phone: (713) 633-1682

Rev. John Carpenter, Pastor

December 16, 1997

TO WHOM IT MAY CONCERN:

I have read the proposed outline of the Children First Elementary Academy and I am impressed with the quality and dedication this team has to offer. Our community will be greatly enhanced by this opportunity for the children.

As a spiritual leader of the North Forest community, I think this school will be a complete success.

Sincerely,

Rev. John Carpenter

Rev. John Carpenter

6411 Leedale
Houston, TX 77016
December 18, 1997

TO WHOM IT MAY CONCERN:

It is with great pleasure and an honor to present to you Sylvia Livingston Terry as Director of Children First Elementary Academy.

Sylvia L. Terry during our 20 years acquaintance has exhibited the type of professional decor tat fosters moral character and value in children.

Mrs. Terry is very knowledgeable and articulates at a high level of performance that has enabled her to be an excellent teacher and community activist.

Mrs. Terry is very organized and relates very well with people on all levels of academics. She has proven to be a person that keeps, plans, and stays abreast of all the laws and requirements that the workplace will require for students to be successful. She comes with a proven record of outstanding expertise.

Mrs. Terry, I present to you as a very valuable asset that will take the Children First Elementary Academy to greater and higher levels.

Sincerely,



Barbara Malone
Community Leader

6411 Leedale
Houston, TX 77016
December 18, 1997

TO WHOM IT MAY CONCERN:

Mrs. Sylvia Livingston Terry, I present to you as Director of Children First Elementary Academy from a former student's perspective.

Mrs. Terry was always well organized and prepared for class. She was very professional, but also very flexible to accommodate situations that arose during class. She has a very good sense of humor, and is warm and caring. Mrs. Terry was always on time and had excellent attendance. She taught and demanded respect that made everyone around her feel as if they were somebody. She has the ability to achieve, set goals, set guidelines and deadlines. Her creativeness earned her the title of "favorite teacher" by her class. She is very energetic, never negative, very positive and encourages people to excel.

Mrs. Terry's expertise will be very valuable as the Director of Children First Elementary Academy.

Sincerely,

Lawanna E. Malone

Lawanna E. Malone, RN

December 18, 1997

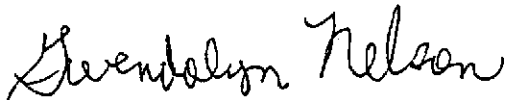
TO WHOM IT MAY CONCERN:

Sylvia Livingston Terry, a very intelligent person who possesses the type of expertise that enabled me to be a successful former student. Mrs. Terry's humor and motivational techniques have proven to be effective in classroom management.

She articulates on all levels with parents and students. She is a planner, a goal setter that will be an asset to Children First Elementary Academy.

It is without hesitation I recommend, hope and pray that Children First Academy is approved.

Sincerely,

A handwritten signature in cursive script that reads "Gwendolyn Nelson".

Gwendolyn Nelson

16803 Capewood Dr.
Humble, TX 77396
December 18, 1997

TO WHOM IT MAY CONCERN:

I have read the curriculum and I know the leadership team of the "Children First Elementary Academy." I am pleased to recommend to you the opening of such charter in the North Forest community.

There is no doubt about it, the objectives of Children First Elementary Academy coincide with the objectives of Improving Your Child's Education: A Parent's Handbook for Working with Schools. (Just for the Kids organization):

Successful schools:

- ◆ Teach the basics.
- ◆ Introduce students to the best of human knowledge and culture.
- ◆ Provide an academically challenging education for all students.
- ◆ Encourage good work habits and an enthusiasm for learning.

Given the high level of professionalism and integrity of this team, I am sure this school will be a success.

Sincerely,



Myra Leonard,
North Forest ISD Teacher

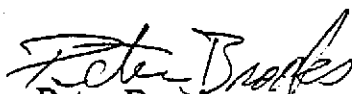
7418 Fitzhugh
Houston, TX 77028
December 18, 1997

TO WHOM IT MAY CONCERN:

It is my pleasure to write a letter of recommendation for Sylvia Livingston Terry. I am familiar with the team of educators who are making an effort to lead some of the children in the North Forest community into a positive educational 21st century. After reviewing the proposal, I strongly support the Children First Elementary Academy. This community is in need of such a high caliber charter.

I am a police officer and live in the North Forest community and I know that students should be aware of having safe schools. The Children First Elementary Academy team will have the opportunity to successfully teach such values before they move on to attend North Forest ISD. As a citizen of this community, I will feel comfortable knowing that our future will be safe and productive.

Sincerely,


Peter Brooks
Police Officer

6932 Landor
Houston, TX 77026
December 19, 1997

APPLICATION

TO WHOM IT MAY CONCERN:

Sylvia Terry, along with a group of educators, is attempting to educate elementary children in a new school that would be called, Children First Elementary Academy.

I wish to express my faith and long standing awe and respect for Mrs. Terry and my great joy in concept of a new school under her guidance.

There is no other person in the North Forest community better equipped to ensure that such a project has a successful and potentially history-making outcome than Mrs. Terry. She is an unusually brilliant person who would, by her very nature, insist on a school of the utmost highest standards. She would see to it that the children would be educated in an environment full of the best ideas and the most remarkable design that would bring into reality the kind of educational setting that would allow our children to have vision. I know from my own experience of fourteen years in North Forest how supremely able, gifted, and personable our children are. They may be unappreciated in the press and even underestimated by each other but these students have a magnetic strong response to anything of fine quality. Give them John Steinbeck, Greek tragedy, or Ernest J. Gaines, share it aloud and our children react with enthusiasm and mastery. I have seen even troubled youngsters at Smiley High School read with as much originality and wild zest as professional actors. On the other hand, they turn deaf ears on substandard offering from textbooks; their good taste makes them extremely restless, even obstinate when trying to study diversity. I feel that Sylvia Terry could not help but stroke the fire of their natural inner gifts, intelligence and intuitive attraction to excellence, and that by her nature never wasting their time with trivial pursuits. She will give the children the best in all things; superior staff, modern ideas, deep respect and the highest expectations. If I were a young parent, I would be doing everything I could do to see that my child got in the door of her school.

Mrs. Terry has qualifications that few, in the entire city, could match. In some ways she has been responsible for saving the entire district. I say this because during the years she played a major role in the rebirth of our district. When our accreditation was questioned, and teachers' morale was low as our TEAMS scores, Mrs. Terry was the guardian angel, so to speak, who was able to steadfastly and successfully bargain for the payraises that kept many fine teachers here, to feel appreciated, to fight the good and to have, at last, some equality with other districts. She kept using her very special political skills to change teachers' lives forever, no one need now jump from this ship for lack of money, and we all, teachers, parents, and students, owe her more than any realizes. She was one of those heroes who recognized and helped to repair one of the most serious leaks in our great ship.

Page 2

As a teacher, Mrs. Terry has that blessed talent of irresistible charm. Her personality makes a person learn just from being around her. She has the uncanny ability to notice and tie events and data together, draw conclusions and share them with delicious wit and humor. She is deeply committed to human dignity and has spent her life as a mature, wise pathfinder. She is more organized than many attorneys and far more eloquent than most arrestingly eloquent. Her very presence as the director of Children First Elementary Academy would set a standard of strong academics and emotional growth.

It is time for a school like this, where someone who is uniquely intelligent, experienced, determined, able and a natural born (teacher) with the gifts of genius and nobility, could lead great teachers to guide students in our great district.

The fact most children's gifts go undeveloped and unseen in our society is a dismal tragedy, causing staggering heartbreak in so many lives where there is no need! Put the right people with our elementary children, and those children will make news.

Sincerely

A handwritten signature in cursive script that reads "Betty Robinson". The signature is fluid and elegant, with the first name "Betty" and last name "Robinson" clearly distinguishable.

Betty Robinson
Educator

THE CHILDREN FIRST ELEMENTARY ACADEMY

SCHOOL CALENDAR
1998-99

September 10-11, 1998	Charter Approved by S.B.O.E.
September 14-18	Hiring of Personnel Ordering Textbooks Ordering Materials/Supplies Ordering School/Office Furniture and Equipment Recruiting of Students/Parents
September 21-25, 1998	Staff Development/ School Opening Preparation
September 28, 1998	First Day for Students
October 2, 1998	Open House (Parents/Students) Meet Principal/Staff
October 12-16, 1998	Diagnostic Assessment
November 16-20, 1998	Diagnostic Assessment Grades 3-5
November 24, 1998	Staff Development Day (No Students)
November 25-27, 1998	Thanksgiving Holiday
December 15, 1998	Parent Conference Night (Report Cards)
December 18, 1998	Begin Christmas Holiday
January 4, 1999	Staff Development Day (No Students)
January 5, 1999	Students Return to School

APPLICATION

January 18, 1999	Martin Luther King's Birthday (No School)
March 2-5, 1999	Diagnostic Assessment
Mar. 31-April 5, 1999	Easter Break for Students/Staff
April 1, 1999	Staff Development Day
April 2, 1999	Good Friday Holiday
April 5, 1999	School Resumes
April 12-16, 1999	ITBS Test
May 5, 1999	Parent Conference Night Assessment Results
May 31, 1999	Memorial Day Holiday
June 2, 1999	Last Day for Students
June 4, 1999	Last Day for Staff

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Brief Synopsis of Board Members**Mrs. Myra Leonard**

Mrs. Leonard is a native Houstonian who is married with [REDACTED]. She has twenty-one years of educational experience. Mrs. Leonard has a B. A. Degree in Business Administration, a M.Ed. in Guidance and Counseling, Mid-Management certification, and continuing hours towards a Doctorate Degree. She is presently an educational administrator/curriculum coordinator.

Reverend Hugh Williams, Jr.

Reverend Williams is a native Texan who has a B.S., M.S., and Doctorate Degrees in Theology. He is the Pastor of Ark of Safety Missionary Baptist Church in Houston.

Mr. Hillman Malone

Mr. Malone has a B.S. degree in Social Studies Composites. He has served eleven years as an educator. He has been active as President of the PTA while volunteering as a [REDACTED], and was also Vice-President of the District-Wide PTA.

* These person's criminal records were checked and neither name came up on the website.

DISCLOSURE OF LITIGATION AND CRIMINAL HISTORIES

I, Claudis Allen, Executive Director/Superintendent, along with the members of the Governing Board, Mr. Johnnie Grimes, Mr. Jimmie Ross, and Mr. Alfred Jones are not presently involved in any form of **LITIGATION** at the present time.

I also pledge to do a criminal background check for myself and members of the Governing Board. Further, I also pledge to have a criminal background check for all employees to be hired by **The Children First Elementary Academy**.

Signed:

Date:

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

DEPARTMENT OF THE TREASURY

Date:

FEB 13 1998

EXCELLENCE 2000 INC
C/O SHERWIN A ALLEN EDD
9336 CEDAR RUN
DALLAS, TX 75227

Employer Identification Number:
75-2735231

DLN:
17053356105007

Contact Person:
D. A. DOWNING

Contact Telephone Number:
(513) 241-5199

Accounting Period Ending:
December 31

Foundation Status Classification:
509(a)(1)

Advance Ruling Period Begins:
December 5, 1997

Advance Ruling Period Ends:
December 31, 2001

Addendum Applies:
Yes

Dear Applicant:

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

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we

Letter 1045 (DO/CG)

-2-

EXCELLENCE 2000 INC

will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

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

As of January 1, 1984, you are liable for social security taxes under the Federal Insurance Contributions Act on amounts 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).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue 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 Internal Revenue 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 sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally \$25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for

Letter 1045 (DO/CG)

-3-

EXCELLENCE 2000 INC

the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete. So, please be sure your return is complete before you file it.

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

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

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

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

Letter 1045 (DO/CG)

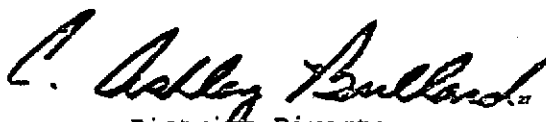
105

-4-

EXCELLENCE 2000 INC

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

Sincerely yours,


District Director

Enclosure(s):
Addendum
Form 872-C

Letter 1045 (DO/CG)

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-5-

EXCELLENCE 2000 INC

When you have been granted a charter, please notify us so we can determine the effect of the change on your exempt status and foundation status.

Letter 1045 (DO/CG)

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**CHARTER
CONTINGENCIES****The Children First Elementary Academy (Dallas)****Special Education Program****NONDISCRIMINATION**

The Children First Elementary Academy will ensure that no qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any District service, program, or activity. 42 U.S.C. 12132; 29 U.S.C. 794.

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The Children First Elementary Academy will ensure that eligible students with disabilities shall enjoy the right to a free appropriate public education, which may include instruction in the regular classroom, instruction through special teaching, or instruction through approved contracts. Instruction shall be supplemented by the provision of related services when appropriate. Education Code 29.003(a)

NOTICE OF RIGHTS

Before The Children First Elementary Academy proposes or refuses to initiate or change the identification, evaluation, or educational placement of a student or the provision of a free appropriate education to a student, the School shall notify the student's parent or guardian. Pub. Law 105-17 Sec. 615 (b) (3)

LEAST RESTRICTIVE ENVIRONMENT

The Children First Elementary Academy will ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Pub. Law No. 105-17 Sec. 612(5)

CHILD FIND

The Children First Elementary Academy shall ensure that all children residing within the School District who have disabilities, regardless of the severity of their disabilities, including those attending private schools and who are in need of special education and related services, are identified, located, and evaluated. The Children First Elementary Academy shall have a practical method for determining which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services. Children need not be classified by their disability, however, so long as they meet eligibility criteria. Pub. Law 105-17 Sec. 612(a)(3)

REFERRALS

Referral of students for possible special education services shall be a part of the Children First Elementary Academy's regular education referral or screening system. Prior to referral, students experiencing difficulty in the regular classroom will be considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. This referral for assessment may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. 19 TAC 89.1011

CONTINGENCIES

ARD COMMITTEE

The Children First Elementary Academy shall establish at least an Admission, Review, and Dismissal (ARD) committee to make decisions concerning eligibility determinations, development of the Individual Education Program (IEP), consideration of assistive technology, development of behavior management plans, and placement of a student referred for consideration for special education services in accordance with federal and state law. 19 TAC 89.1050(b)

MEETINGS

The Children First Elementary Academy shall initiate and conduct ARD committee meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability. The committee shall review each child's IEP periodically, and, if appropriate, revise the IEP. A meeting will be held for this purpose at least once a year. 34 CFR 300.343

REPORT

The ARD committee shall document the findings required by 19 TAC 89.1050(b) in a written report that includes the date, names, positions, and signatures of the members participating in each meeting and indicates each member's agreement or disagreement with the committee's decision. 19 TAC 89.1050(d)

MEMBERSHIP

The Children First Elementary Academy shall ensure that each ARD committee meeting includes all of the following:

1. A representative of the School, other than the child's teacher, who is qualified to provide or supervise the provision of special education.
2. The child's teacher, who shall be certified in the child's suspected areas of disability as detailed in 19 TAC 89.1131. When a specific certification is not required to serve certain disabilities categories, then the teacher will be qualified to provide the educational services the child may need. The school may include one or more regular education teachers in addition to a certified special education teacher.
3. One or both of the student's parents.
4. The child, if appropriate.
5. Other individuals at the discretion of the School or the parent.

INDIVIDUAL EDUCATION PROGRAM (IEP)

The IEP developed by the ARD committee for each student with a disability shall include:

1. A statement of the child's present levels of educational performance;
2. A statement of annual goals, including short-term instructional objectives;
3. A statement of the specific special education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs;
4. The projected dates for initiation of services and the anticipated duration of the services;
5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved;
6. Information to allow for determining the student's eligibility for participation in extracurricular activities;
7. A statement addressing nonexemption, modification/accommodation, or exemption from some or all of the basic skill assessment instruments, as appropriate.

CONTINGENCIES

**STUDENT DISCIPLINE:
STUDENTS WITH DISABILITIES**

The Children First Elementary Academy will ensure that a student with a disability under Section 504 shall not be removed from school for more than ten consecutive school days unless the School first determines that the misbehavior is not a manifestation of the student's disability. That determination will be made by the ARD committee. The group will have available to it evaluation data that is recent enough to afford an understanding of the student's current behavior. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as similarly situated nondisabled students. If it is determined that the misconduct is caused by the student's disability, the School will determine whether the student's current educational placement is appropriate.

CONTINUED SERVICES

If a student is suspended or expelled, the School shall continue to provide the student a free appropriate public education.

If the School initiates disciplinary procedure applicable to all students, the School shall ensure that the student's special education and disciplinary records are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

PARENTAL APPEAL

A parent may request a hearing if the parent disagrees with:

1. The determination that student's behavior was not a manifestation of the student's disability;
or
2. Any decision regarding placement.

The school will arrange for an expedited hearing in any such case.

CONTINGENCIES

THE CHILDREN FIRST ELEMENTARY ACADEMY (DALLAS)**BUDGET**

21. The amount budgeted for The Children First Elementary Academy (Dallas) was miscalculated due to the lack of information concerning the total budget process for the State of Texas.

I do understand that the approximate amount of state aid for the projected enrollment of 125 students will be \$452,000. This amount was derived from an estimated 90% daily attendance of the 125 initial student enrollment, ($125 \times .90 = 113$ students estimated ADA). One hundred thirteen students (113) multiplied by the \$4,000 average state funding per ADA totals \$452,000.



Claudis Allen, Ph.D.
Executive Director

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CONTINGENCIES

THE CHILDREN FIRST ELEMENTARY ACADEMY**Draft Policy****Admission of PEG Students**

The Children First Elementary Academy will accept an application for a student using a public education grant, regardless of the student's race, ethnicity, academic achievement, athletic abilities, language proficiency, sex or socioeconomic status, at any time throughout the school year.

If more applicants seek admission under public education grants than positions are available, priority will be given to students at risk of dropping out of school and positions will be filled by lottery. However, to achieve continuity in education and for the convenience of parents, guardians, or custodians of those children, preference will be given to:

1. Enrolled students;
2. Siblings of enrolled students living in the same household; or
3. Other children residing in the same household as enrolled students.

CONTINGENCIES

" L E A S E

This lease is made this 21st day June, 1998 by and between New Life Spiritual Baptist Church, hereinafter the Landlord, and The Children First Elementary Academy, hereinafter the Tenant.

In consideration for the mutual promises and covenants contained herein, and for other good and valuable consideration, the parties hereby agree as follows:

1. **THIS LEASE IS BINDING PENDING APPROVAL OF THE CHARTER SCHOOL APPLICATION SUBMITTED TO THE TEXAS CHARTER SCHOOL BOARD. THE APPLICATION IS SUBMITTED ON OR BEFORE July 24, 1998, APPROVAL/REJECTION SHOULD HAPPEN ON OR BEFORE September 11, 1998.**

2. **LEASE IS AGREED UPON IN JULY, 1998, TENANT HAS SIX MONTHS FROM APPROVAL OF THE CHARTER SCHOOL APPLICATION SUBMITTED TO THE TEXAS CHARTER SCHOOL BOARD TO READY BUILDING FOR HABITATION.**

3. **THE FIRST MONEY EXCHANGE WILL BE DECEMBER 1, 1998 IN THE AMOUNT OF THREE (3) MONTHLY PAYMENTS, OCTOBER-NOVEMBER-DECEMBER, IN THE AMOUNT SPECIFIED IN THE LEASE. A SINGLE MONTHLY PAYMENT THEREAFTER WILL COMMENCE ON THE FIRST OF EACH SUBSEQUENT MONTH.**

4. The Landlord leases to the Tenant, and the tenant rents from the Landlord the following described premises:

6516 Bonnie View Road

5. The term of the Lease shall be for One Year, commencing September 15, 1998 and ending September 14, 1999.

6. The Tenant shall pay to the Landlord as rent \$18,000 per year in equal monthly installments of \$1,500.00 payable the first day of each month at the following address: 6515 Bonnie View Road.

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CONTINGENCIES

7. Tenant shall use and occupy the premises only as a Charter School/The Children First Elementary Academy subject at all times to the approval of the Landlord.

8. The Tenant shall not make any alterations in, additions to or improvements to the premises without the prior written consent of the Landlord.

9. The Landlord, at his own expense, shall furnish the following utilities or amenities for the benefit of the Tenant:

none. However the tenant may utilize any existing amenities that may be of benefit to the tenant.

10. The Tenant, at his own expense, shall furnish the following:

Basic utilities, Light, Gas, Water, Telephone, etc; Furniture and supplies and equipment for school use.

11. The Tenant shall comply with all rules, regulations, ordinances codes and laws of all governmental authorities having jurisdiction over the premises.

12. The Tenant shall not sub-let or assign the premises nor allow any other person or business to use or occupy the premises without the prior written consent of the Landlord, which consent may not be unreasonably withheld.

13. At the end of the term of this Lease, the Tenant shall surrender and deliver up the premises in the same condition (subject to any additions, alterations oar improvements, if any) as presently exists, reasonable wear and tear excluded.

14. The Tenant shall purchase at his own expense public liability insurance in the amount of \$1,000,000.00 as well as fire and hazard insurance in the amount of \$150,000.00 for the premises and shall provide satisfactory evidence thereof to the Landlord and shall continue same in force and effect throughout the Lease term hereof.

15. This Lease shall be binding upon, and inure to the benefit of, the parties, their heirs, successors, and assigns.

Signed this 21st day of June, 1998.

[Signature]
Landlord

Claudia Allen
Tenant/Agent for Children First Elementary Academy

CONTINGENCIES

Fax Cover Sheet

Date: September 03, 1998

Time: 11:30a.m.

To: Mr. Brooks Flemister

Fax: 512-463-9732

From: Claudis Allen

Phone: 214-388-8603

Fax: 214-388-8603

Re: Children First Elementary Academy (Dallas)[✓]-(Houston)

Number of pages including cover sheet: 8

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CHARTER
CONTINGENCIES**THE CHILDREN FIRST ELEMENTARY ACADEMY**
Charter School Application**1.1 VISION AND GOALS**

The Children First Elementary Academy will be a school setting where children will be provided the opportunity to learn the basic skills in Reading, Writing, Mathematics, Science, and Social Studies. The students will also participate in a Music Program (which will include band, piano, strings, choir and dance), and a comprehensive Physical Education Program (which will include general health and nutrition, aerobic exercise/physical fitness and lifelong sports activities, for example, golf and tennis). Our students will be provided the opportunity to study and learn these subjects and accompanying fundamental skills in an accelerated teaching/learning environment. We will also devote additional instructional time, (Time on Task), to the basic skills subjects, (Reading, Writing, Mathematics), through a focused Extended Day and Saturday School Program.

The underlying principle which will drive The Children First Elementary Academy will be that "All Children Can and Will Learn". Our primary focus will be to take disadvantaged children, who are not experiencing success in the public schools, to get more intense individualized instruction to ensure that they can and will become successful students and successful citizens.

The uniqueness of our school setting will be basic academic instruction which focuses on objective mastery through accelerated teaching and accelerated learning. In addition to the basic academic program, music instruction and physical fitness will also be included to provide well rounded academic and social development activities for all of our students. It will be expected that the accelerated teaching/learning concept coupled with our focus on music and physical fitness will become the "niche" for our school to help our students become academically competitive.

We selected music and physical fitness to complement the basic educational program because of their demand for repetition and "inner discipline" as well as the "discipline

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CONTINGENCIES

Fitness will also contribute to our students being well rounded and introduced to social activities which will contribute to life long learning and potential life long avocation.

The accelerated teaching/learning concept is included because it is the opposite approach to teaching/learning which takes place in most public schools. When a student is not doing well or not performing as expected, the first notion is to "lower the expectations", "slow down" the teaching process thus causing a "slow down" of the learning process. This, of course, is in direct opposition as to how the human mind operates. We will therefore accelerate the teaching process in order to accelerate the learning process. Specifically, we will provide a direct learning correlation with the "child's mind" and their natural curiosity.

The human mind is constantly functioning at all times. It never rests, never stops, always seeking, even when we are asleep. This suggests that there is plenty of room for the human mind to be challenged. This "challenge" is the single most important factor that the accelerated teaching process will contribute to our school setting. It most definitely will challenge the students to "catch-up", "stay-up", and "keep-up". The challenge will become automatic.

Another focus for our school will be directed toward eliminating the academic shortcomings for our students. One approach toward combating these academic shortcomings will be more "time on task". There will be two strategies for this endeavor:

1) Extended Day School - Extended day school will be conducted after the regular scheduled day ends. The objective will be to keep our students academically engaged as much as possible. Our curriculum will consist of reading, writing and mathematics.

2) Saturday School - Our curriculum for each Saturday will consist of reading, writing, mathematics, Spanish and African-American History. Spanish is added to the curriculum because our students have a need to learn and understand the culture, language, mores and folkways of the Hispanic ancestry. African-American History is an addition because it provide students the opportunity to study the positive contributions of Blacks in American history.

All of our children will be introduced to general music, instrumental music, vocal music, and dance. It is expected that kindergarten through second grade students will have a primary choir along with various dance groups and will also participate in a flutophone band. Third grade through fifth grade students will participate in a choir, along with participation in string instruments, (violin and viola), instrumental music,

CONTINGENCIES

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In order to provide a wholesome experience for our students in physical fitness, nutrition and aerobic exercise, classes will be offered during each nine-week period. Other activities taught during a nine-week period will include golf and tennis. It is expected that a partnership will be formed with one of the nearby golf courses and the Dallas Parks and Recreation Department which offer activities for youth and will be encouraged to participate on a continuous basis. Students will be offered this variety of extracurricular activities to encourage them to stay in school, to improve their self-worth and to improve their academic achievement.

1.1 Mission

The Children First Elementary Academy will provide a safe and positive school setting where all students will be taught the basic skills in reading, writing, mathematics, science and social studies. Students will also be able to demonstrate and apply life long learning skills necessary to become productive citizens. Our children will be taught and expected to learn at an accelerated instructional pace in order to better assist those students who have not had success in a public school setting. Additional instructional time during after-school and Saturday School programs will provide "Time on Task" to help ensure student mastery of the basic academic skills

Value Statements:

The Children First Elementary Academy is based on the following beliefs and values in the following statements: We believe that....

- all children can and will learn.
- children should and will be the focal point for our school setting.
- teachers expectations determine student performance.
- parental involvement determine student performance.
- our school setting will be a pivotal difference in the lives of our students.

In summary, our philosophical beliefs are teachers teaching...students learning...parents involved.

CONTINGENCIES

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3.0 Educational Program**3.a. TEKS covered in curriculum**

Our educational program will consist of a curriculum as outlined in the Texas Essential Knowledge and Skills (TEKS) manual. In addition to the TEKS, the ITBS and TAAS objectives will also be incorporated. The skills, objectives, and expectations as outlined in the TEKS manual, the ITBS, and the TAAS tests will drive the instructional process for **The Children First Elementary Academy**. The main focus for our instructional program will be the accelerated teaching/learning concept. This methodology will ensure that our students will learn in a school setting compatible with their natural learning styles. Another impetus for our instructional program will be to teach the skills in each subject area through an inter-disciplinary approach to teaching. Therefore, skills per subject area will be integrated into other subjects. For example, writing will be an important focus of the mathematics program also.

Accelerated Teaching/Learning Process

Accelerated teaching/learning is a multifaceted teaching/learning system. The following outline is a simplistic approach to **The Children First Elementary Academy's** accelerated teaching/learning system:

The principal and teachers will:

1. Identify the fundamental skills required for mastery of a subject area as identified in the TEKS, TAAS, and the ITBS objectives.
2. Identify the minimum amount of time needed to teach these skills (nine (9) week teaching cycle).
3. Identify Instructional Calendar - All skills to be taught during a nine (9) week instructional cycle.
4. Develop the logical sequence for the skills to be taught.
5. Administer a diagnostic assessment over the TEKS, ITBS, and TAAS skills taught during the instructional cycle.
6. Chart student progress and mastery of objectives-(see progress chart examples on following page)
7. Evaluate teaching/learning process, including methodologies, style, lecture, visual aids. Academic progress is measured after each nine-week instructional cycle.
8. Share data which outlines mastery and non-mastery of TEKS, ITBS, and TAAS objectives with students and parents. A short weekly progress report will be sent home each week. A full nine-week report card will be issued after each nine-week instructional cycle.

CONTINGENCIES

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9. Offer tutoring, individualized instruction, and individualized student homework packets. A focused Extended Day and Saturday School Program will provide additional instructional "Time on Task".

10. Reteach objectives during next teaching/learning cycle - objectives are taught at least three different times during the school year at an accelerated pace.

CONTINGENCIES

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4.0 ACCOUNTABILITY:

Student achievement in **The Children First Elementary Academy** will consist of several components of measurement. First, the day to day teaching/learning process which includes daily monitoring and grading will ensure that our students are on the right track. The classwork will serve to introduce various skills appropriate for the grade level. Homework will serve as a reinforcement of the classwork. Teacher made assessments, (oral and written), will measure day to day performance for the teacher and student. A formal diagnostic assessment will be given after each nine-week instructional period. The data from each assessment will be used to guide the instructional blue print for the succeeding instructional period. The assessment will also be used to determine the skills that each student has mastered or to determine the skills that each student needs to continue to work toward mastery.

One of the end of the year measures of our academic program will be the TAAS test. The TAAS test will serve as one of the primary measuring tools for the teaching and learning process. The TAAS test will give us an indication of how well our students mastered the basic skills as outlined in the TEKS manual and how well our students compare with other students in the State of Texas. The school's student performance/passing level will be determined as set forth by the State. The goals for our school for the TAAS test will equal or exceed the goals as established by the State within three years.

Once the hard number is determined by the state for the 1998-99 school year, a systematic process will begin to ensure that our school, staff, students and parents are cognizant of what the minimum expectations will be for the school year: 1) a careful analysis of each student's previous performance will take place; 2) the analysis will focus on obvious weaknesses for the student; 3) the staff will be expected to utilize class time to strengthen academic weaknesses; 4) as homework is assigned, it will be utilized as a reinforcement for the class work given during the day; 5) teachers will be expected to communicate this information to parents on a regular basis; 6) parents will be informed of the goals, state and school, via newsletter, signs in the hallways, significant bulletin boards throughout the school setting, and oral communication between Principal and Teachers. This approach will be fully developed to ensure that students, parents, and staff are on one accord in reference to the goals of student achievement.

011-222-7600

Dear Proposed Charter School Applicant:

September 8, 1998

After review of the addendum to the open-enrollment charter school application submitted by your organization, staff of the Texas Education Agency has determined that your application remains incomplete. Your application is not eligible for consideration by the State Board of Education until this document is signed and returned to the Texas Education Agency. The signed document must be faxed to the attention of Brooks Flemister at (512) 463-9732 by no later than 12:00 p.m. Wednesday, September 9, 1998.

ADDITIONAL ASSURANCE(S)

I certify that the charter school will admit students eligible for a Public Education Grant (PEG) transfer on the same basis as it admits students who reside within the geographic area served by the charter school.

On behalf of Excellence 2000 (sponsoring
entity for Children First Academy, Dallas), I, CLAUDIS ALLEN
(name of chief operating officer) certify that I have read the foregoing assurance(s) and agree to each and every term and obligation expressed therein.

I further represent that I have been properly delegated authority to sign this document.

Claudis Allen, Ph.D.
Chief Operating Officer

Signed on this 8th day of September 1998

Dear Proposed Charter School Applicant:

September 8, 1998

After review of the addendum to the open-enrollment charter school application submitted by your organization, staff of the Texas Education Agency has determined that your application remains incomplete. Your application is not eligible for consideration by the State Board of Education until this document is signed and returned to the Texas Education Agency. The signed document must be faxed to the attention of Brooks Flemister at (512) 463-9732 by no later than 12:00 p.m. Wednesday, September 9, 1998.

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On behalf of _____ (sponsoring
entity for Children First Academy, Dallas), I, _____
(name of chief operating officer) certify that I have read the foregoing assurance(s) and agree to each and every term and obligation expressed therein.

I further represent that I have been properly delegated authority to sign this document.

Chief Operating Officer

Signed on this _____ day of _____, 1998

 *** TX REPORT ***

CONTINGENCIES

TRANSMISSION OK

TX/RX NO 1858
 CONNECTION TEL 92143888603
 SUBADDRESS
 CONNECTION ID
 ST. TIME 09/08 13:50
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 PGS. 1
 RESULT OK

214-387-8603

Dear Proposed Charter School Applicant:

September 8, 1998

After review of the addendum to the open-enrollment charter school application submitted by your organization, staff of the Texas Education Agency has determined that your application remains incomplete. Your application is not eligible for consideration by the State Board of Education until this document is signed and returned to the Texas Education Agency. The signed document must be faxed to the attention of Brooks Flemister at (512) 463-9732 by no later than 12:00 p.m. Wednesday, September 9, 1998.

ADDITIONAL ASSURANCE(S)

I certify that the charter school will admit students eligible for a Public Education Grant (PEG) transfer on the same basis as it admits students who reside within the geographic area served by the charter school.

On behalf of _____ (sponsoring
entity for Children First Academy, Houston), I, _____
(name of chief operating officer) certify that I have read the foregoing assurance(s) and agree to each and every term and obligation expressed therein.

I further represent that I have been properly delegated authority to sign this document.

 Chief Operating Officer

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Signed on this _____ day of _____, 1998

*** TX REPORT ***

CONTINGENCIES

TRANSMISSION OK

TX/RX NO 1859
CONNECTION TEL 92143888603
SUBADDRESS
CONNECTION ID
ST. TIME 09/08 13:48
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PGS. 1
RESULT OK

211-328-8603

Dear Proposed Charter School Applicant:

September 8, 1998

After review of the addendum to the open-enrollment charter school application submitted by your organization, staff of the Texas Education Agency has determined that your application remains incomplete. Your application is not eligible for consideration by the State Board of Education until this document is signed and returned to the Texas Education Agency. The signed document must be faxed to the attention of Brooks Flemister at (512) 463-9732 by no later than 12:00 p.m. Wednesday, September 9, 1998.

ADDITIONAL ASSURANCE(S)

I certify that the charter school will admit students eligible for a Public Education Grant (PEG) transfer on the same basis as it admits students who reside within the geographic area served by the charter school.

On behalf of _____ (sponsoring
entity for Children First Academy, Dallas), I, _____

(name of chief operating officer) certify that I have read the foregoing assurance(s) and agree to each and every term and obligation expressed therein.

I further represent that I have been properly delegated authority to sign this document.

Chief Operating Officer

Signed on this _____ day of _____, 1998

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CONTRACT FOR CHARTER

RECEIVED
OCT 02 1998
CHARTER SCHOOLS

This contract is executed the 28th day of Sept. 1998 between the Texas State Board of Education (the "Board") and Excellence 2000, Inc. ("Charterholder") for an open-enrollment charter to operate a Texas public school.

General

1. **Definition.** *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. **Term of Charter.** The charter shall be in effect from October 5th, 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 125 students. The charter school's admission policy shall prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the student would otherwise attend. Students who reside outside the geographic boundaries stated in the charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries have been enrolled.
9. Public Education Grant Students. Charterholder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant, 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) Services to Expelled Students. Charterholder must continue to provide a free appropriate public education to a child with disabilities even after expelling or suspending the child for valid disciplinary reasons. This obligation to serve the child continues until the end of the school year.
- (d) Monitoring. The charter school's implementation of the laws governing education of children with disabilities will be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office of Civil Rights; the Texas Education Agency; and others. This monitoring activity includes responding to complaints, random on-site inspections and other investigations by the enforcing agencies, and will result in corrective actions imposed on Charterholder by these agencies for all discrepancies found.
- (e) Due Process Hearings. The charter school's implementation of the laws governing education of children with disabilities will, in addition, be subject to court supervision via litigation against Charterholder brought by individuals affected by the actions of the charter school. The cost of this litigation can be substantial.

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

- 12. Student Performance and Accountability. Charterholder shall satisfy Subchapters B, C, D, and G of Chapter 39 of the TEC, and related agency rules, as well as the student performance accountability criteria stated in its application for charter. Charterholder shall annually provide in a manner and form defined by the commissioner a written evaluation of the charter school's compliance with the statements, assurances,

commitments and representations made by Charterholder in its application for a charter, attachments, and related documents.

13. **Criminal History.** Charterholder shall take prompt and appropriate measures if Charterholder or the charter school, or any of their employees or agents, obtains information that an employee or volunteer of the charter school 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. **Notice to District.** Charterholder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.
16. **School Year.** Charterholder shall adopt a school year with fixed beginning and ending dates.

Financial Management

17. **Fiscal Year.** Charterholder shall adopt a fiscal year beginning September 1 and ending August 31.
18. **Financial Accounting.** 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. **Federal Requirements.** 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. 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. Tuition and Fees. Charterholder shall not charge tuition and shall not charge a fee except that it may charge a fee listed in Subsection 11.158(a), TEC.
25. Assets of Charter. Charterholder shall not apply, hold, credit, transfer or otherwise make use of funds, assets or resources of the charter school for any purpose other than operation of the charter school described in the charter.
26. Indebtedness of Charter. Charterholder shall not incur a debt, secure an obligation, extend credit, or otherwise make use of the credit or assets of the charter school for any purpose other than operation of the charter school described in the charter.
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. Non-Charter Activities. Charterholder shall keep separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems for the management and operation of the charter school. Any business activities of Charterholder not directly related to the management and operation of the charter school shall be kept in separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems from those reflecting activities under the charter. Any commingling of charter and non-charter business in these systems shall be a material violation of the charter.

Governance and Operations

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. PEIMS Reporting. 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. Disclosure of Campaign Contributions. Charterholder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.
34. Indemnification. Charterholder shall hold the Board and agency harmless from and shall indemnify the Board and agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising

out of, or in connection with wrongful acts of Charterholder, its agents, employees, and subcontractors.

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

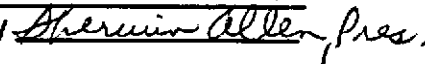
40. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.
41. Severability. If any 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. Venue. 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 28th day of Sept., 1998.

Texas State Board of Education


By Dr. Jack Christie
Chairman

Charterholder

Excellence 2000, Inc.
By  Pres.

**TRAVIS BLDG.
N. CONGRESS AVE
DALLAS, TEXAS 78701-1494**

CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:

Postage \$	
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees \$	

Postmark Here

Name (Please Print Clearly) (To be completed by mailer)
Address (Please Print Clearly) (To be completed by mailer)
 1494 N. Congress Ave.
 Dallas, TX 78701

PS Form 3800, July 1999 See Reverse for Instructions

2000 022E 6602
2000 022E 6602



CERTIFIED MAIL

PLACE STICKER AT TOP OF ENVELOPE
TO THE RIGHT OF RETURN ADDRESS.
FOLD AT DOTTED LINE

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Claudis Allen
 Children First Academy of Dallas
 5409 Jim Miller #217
 Dallas, Texas 75227

2. Article Number (Copy from service label)
 7099 3220 0002 7106 7487

PS Form 3811, July 1999

COMPLETE THIS SECTION ON DELIVERY

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature

X

☐ Agent
☐ Addressee

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

Domestic Return Receipt

102595-00-M-0952

CONTRACT