

# TEXAS EDUCATION AGENCY

## Application for an Open-Enrollment Charter School - Fourth Generation (Resubmission) Coversheet

Type: Open Enrollment _____ (check one) "75% Rule" _____x_____
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Date of Submission: April 7, 2000

Name of Proposed School: A+ ACADEMY

Maximum Grade Levels to be served: PRE-K - 12

Estimated 1<sup>st</sup> Year Enrollment 300 Max Enrollment 1500

Name of Sponsoring Entity: RYLIE FAITH FAMILY ACADEMY, INC.

Check one: <input checked="" type="checkbox"/> 501(c)(3) nonprofit organization <input type="checkbox"/> Governmental Entity <input type="checkbox"/> College or University	SBOE District: <u>12, 13</u> Starting Date: <u>Aug 2000</u>
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Chairperson of Board of Sponsoring Entity: Karen Belknap

Chief Executive Officer of Sponsoring Entity: Karen Belknap

Chief Executive Officer of School: Donald Belknap

Applicant Mailing Address: 10327 RYLIE ROAD, DALLAS, TX 75217

School Site Address: 203 Palestine, Hutchins, TX

(If different from above)

Contact Phone # (972) 557-1203 Fax # (972) 557-5807

Contact Email Address: [REDACTED]

I certify that I have the authority as the Chief Executive Officer of the sponsoring entity designated above to make application for an open-enrollment charter school. I further certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I authorize the agency to investigate the references listed in this application.

Karen Belknap  
Signature of Chief Executive Officer  
Of Sponsoring Entity/date

Donald Belknap  
Signature of Application Preparer  
Was this person paid? Yes  No

Karen Belknap  
Signature of Chairperson of Governing Body of Sponsoring Entity/date

## Proposed School Data

(This page not provided to review committee members.)

### Projected Student Populations (indicate estimated percentages):

- 80  Students "at risk of dropping out of school"
- 15  Students requiring Special Education services
- 05  Students of Limited English Proficiency
- 80  Students of Economically Disadvantaged Families
- 70  Minority Students

Will the school require all teachers to be certified?  NO

Will the school require that all teachers be degreed with at least a bachelor's degree?  
 YES, EXCEPT IN SOME ENRICHMENT CLASSES

Will the school allow an individual to serve as a paid employee of the school as well as member of the governing board?  YES

Will the school allow members of the same family to serve on the governing board?  
 YES

Has any member of the governing board or any professional person to be employed by the school

NO  Been convicted of a felony?

NO  Been convicted of a misdemeanor?

NO  Been involved in bankruptcy?

Has the sponsoring entity been involved in

NO  Litigation?

NO  Sanctions from any state regulatory agency?

If YES to any of the above the applicant must give full disclosure and list all instances completely as required in other portions of the application.

The application preparer has viewed the training video provided at the Regional Service Center.  X  yes  no

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**1. Evidence of eligibility of sponsoring entity (Reviewed by Agency)**

**A. Statement describing sponsoring entity (1/2 page max.)**

Rylie Faith Family Academy, Inc. (RFFAI) is the 501c3 corporation that is applying to operate A+ ACADEMY. RFFAI received its Certificate of Incorporation from the Secretary of State of the State of Texas on November 30, 1998. The Federal Tax ID Number for RFFAI is 75-2791729. RFFAI was formed by members of the community who are concerned about children's education. They believe that traditional public schools are not currently meeting the educational needs of many Texas children.

RFFAI was initially incorporated with the sole mission of operating Texas charter schools, including Rylie Faith Family Academy (RFFA), a third generation Texas charter school. At the date of submission of this charter application, RFFAI will have successfully operated RFFA for 1.5 years. We are now completing our second semester of our second year.

It is the intention of the Board of Trustees to form separate 501c3 corporations for any charters that are approved. A+ ACADEMY will operate under the existing RFFAI umbrella until the paperwork can be completed and the State Board of Education (SBOE) approves "spinning off" A+ ACADEMY to its own sponsoring entity. We feel that each school having its own sponsoring entity is best for many reasons, including clarity and accountability.

**1. Evidence of eligibility of sponsoring entity (Reviewed by Agency)**

**B. 501 c3 determination letter from IRS or evidence of application.  
(The Texas Education Agency will not fund approved schools until the IRS determination letter is received by the Division of Charter Schools.)**

501c3 status was granted to RFFAI by the Internal Revenue Service on June 21, 1999. A copy of the Letter of Determination is attached as Appendix A.

**1. Evidence of eligibility of sponsoring entity (Reviewed by Agency)**

**C. Articles of incorporation of sponsoring entity**

The Certificate of Incorporation and Articles of Incorporation for RFFAI are shown in Appendix B.

**1. Evidence of eligibility of sponsoring entity (Reviewed by Agency)**

**D. Bylaws of sponsoring entity**

The Bylaws of RFFAI are shown in Appendix C.

**1. Evidence of eligibility of sponsoring entity (Reviewed by Agency)**

**E. Biographical Affidavits for each member of the Board of Trustees of the sponsoring entity**

Biographical Affidavits for each member of the Board of Trustees of the sponsoring entity are included in the Appendix D.

**1. Evidence of eligibility of sponsoring entity (Reviewed by Agency)**

**F. History of sponsoring entity**

**1. Financial history of the entity**

Since RFFAI's inception, the only project run by RFFAI that generated revenues and expenses was the operation of the existing charter school. (The existing charter school operated during its first 6 months of operation under the auspices of a different 501c3, after which a new 501c3 set up specifically to run the existing, and yet to be approved, charter schools was received.) Therefore, the financial history of the entity is, in effect, the financial history of the existing charter school (Rylie Faith Family Academy located at 10327 Rylie Rd in Dallas, TX).

The first year of operation of the existing charter school was the 1998-99 academic year. In that year, we had over \$1.1 million in revenue. That includes revenue from the ADA Foundation program, gifts and bequests, the Federal Free Lunch and Breakfast Program, the Federal start-up grant, state technology and textbook funds, carnivals, etc. Expenses included payroll for teachers and teacher assistants, administrators and support staff, professional services, staff development, building repair and maintenance, janitorial payroll and supplies, testing materials, instructional and administrative supplies and materials, field trips, and insurance.

Over the past year, the existing charter school has worked with over 40 vendors, most of whom allow payments within 0 - 90 days of purchase. RFFAI is currently repaying a \$150,000 loan to Gateway Bank. Payments on the loan are made monthly and the loan is current. RFFAI has accumulated assets in excess of \$1,000,000 and recently purchased its land and building. Leasehold improvements of about a half million dollars have been made to the facility of the existing charter school. Revenues for the 1999-2000 academic year are budgeted at \$2.2 million. Enrollment is holding steady just under our maximum allowable enrollment of 500 students.

The current charter school has received donations from Gateway Bank, Dr. Pepper, area churches, Home Depot, parents and others. These donations have been small but much appreciated. We are still actively soliciting grants and donations from many sources. Parents donated over 2000 hours of volunteer time in the first semester of the 1999-2000 school year.

**1. Evidence of eligibility of sponsoring entity (Reviewed by Agency)**

**F. History of sponsoring entity**

**2. Credit Report**

A Dun and Bradstreet report for RFFAI is included in the Appendix E.

**1. Evidence of eligibility of sponsoring entity (Reviewed by Agency)**

**F. History of sponsoring entity**

**3. Most recent IRS filing**

A copy of Form 2758 is included in Appendix F.

**1. Evidence of eligibility of sponsoring entity (Reviewed by Agency)**

**F. History of sponsoring entity**

**4. Disclosure of any liens**

A \$9,111.81 lien currently exists on the property that we just recently purchased.

**1. Evidence of eligibility of sponsoring entity (Reviewed by Agency)**

**F. History of sponsoring entity**

**5. Litigation history**

RFFAI is not currently, and has never been, engaged in any civil or criminal lawsuits, either as plaintiff or defendant.

## **II. Community Support (Reviewed by Agency)**

### **A. Provide information on the manner in which community groups are involved in the charter school planning process.**

The founders of the existing charter school have been informally talking with parents for over a year regarding the educational needs of the children within our geographical area. Over 750 children of all ages have come through the doors of RFFA since its opening. The Superintendent and Principal have personally interviewed most of these families.

We passed out over 500 flyers notifying the public about the Tuesday night Public Hearing and over 1500 flyers regarding our Public Hearing throughout the communities of Wilmer and Hutchins. A copy of the flyer is included as Appendix G.

Approximately 75 people attended a Public Hearing on January 18, 2000. When we asked "Who is **in favor** of this charter application being approved?", **all** in attendance raised their hands. When asked who was *opposed* to this charter application being approved, *no* hands were raised. Several people spoke about the desperate need for educational alternatives in this area.

Both the Boy Scouts of America and the Girl Scouts of America have troops housed at RFFA, although they were not directly involved in the charter school planning process. The Board of Trustees feels confident that we have our "finger on the pulse of the community" and that the school we are proposing accurately reflects the needs and desires of this community.

Immediately upon charter approval, we will form a School Advisory Council consisting of interested and qualified community members. We will also include parents and other community members in decisions and activities involved in the opening and continued operation of A+ ACADEMY.



**II. Community Support (Reviewed by Agency)**

**B. Provide a copy of the notice for, the registration log, and a synopsis of a public hearing held to discuss the proposed charter school plan.**

Two Public Hearings were held to make the community aware of our plans for A+ ACADEMY. The first was held on Thursday, January 20, 2000 at 7:00 pm in the cafeteria of RFFA. Seventy-three persons attended. Over 500 flyers were passed out in the community to notify the public that a Public Hearing was being held. **All present** at the meeting voted to **support** the approval of this charter application. *None opposed.* Several members of the audience gave passionate reports about how critical the need in this area was for some public school choice. A synopsis of the meeting, as well as a copy of the notice for and the registration log, is included as APPENDIX G.

The second was held on Thursday, January 20, 2000 at 7:00 pm in the Banquet Room of Smith's Restaurant in Hutchins, Texas. Seventy-eight people attended. **All present** at the meeting voted to **support** the approval of this charter application. *None opposed.* A synopsis of the meeting, as well as a copy of the meeting notice and the registration log, is included in APPENDIX G.

**II. Community Support (Reviewed by Agency)**

**C. Discuss any business arrangements or partnerships with existing schools, educational programs, businesses, or non-profit organizations (include letters from each entity represented).**

Almost all of our programs and services are conceived, organized and implemented in-house, including security and janitorial services. We are currently contracted with Chartwells to supply lunch for our cafeteria and Mars to supply instruments for our band (at the existing school and probably for A+ ACADEMY as well). We currently have no plans to out-source the management of the existing school or A+ ACADEMY to either a for-profit company or a not-for-profit organization.

**II. Community Support (Reviewed by Agency)**

**D. List five persons who are not directly involved with the school as employees or as board members, who will serve as references for the sponsoring entity. Provide phone numbers, addresses, and nature of experience with the sponsoring entity.**

Rylie Faith Family Academy is proud of its association with **Cameron Sewell**, a Dallas lawyer. We recently purchased our property from Mr. Sewell. Mr. Sewell's business number is (214) 368-1500. His office address is 8080 North Central Expressway, Suite 900, Dallas, TX, 75206.

Gateway Bank has supported our efforts in southeast Dallas from the very beginning. **Jerry Elrod**, Vice-President, has visited our school many times. He handles the banking needs of the academy. Mr. Elrod's business number is (972) 286-3636. His address is 3636 Shepherds Lane, Balch Springs, TX 75217.

Dr. Pepper Bottling Company of Texas has worked directly with Rylie Faith Family for over 1.5 years. **Steve Record**, the Youth Marketing Manager for Texas, has given us three score boards and our main marquee sign. He has assisted with sports equipment for the school. Mr. Record's business number is (972) 721-8283. Dr. Pepper Bottling Company's address is 2304 Century Center Blvd., Irving, TX 75062.

Rylie Faith Family is in District 105. Our state representative is **Dale Tillery**. He spoke at our graduation program and gave special recognition items to our seniors. He has appointed a Special Liaison Office for Charter Schools and House District 105. This officer has an office on the Rylie Academy campuses. Mr. Tillery's business number is (214) 324-9010. His address is 8344 E. R.L. Thornton Freeway, Dallas, TX 75228. The capitol office is in Austin, TX. The phone number is (800) 776-3253.

**Dan Stovall** owns and operates Stovall Printing of Dallas. He has been in business for over 30 years. He assisted the academy in creating and printing of our 1998/1999 Yearbook. He has visited the academy on numerous occasions, and donated time

and toys in our effort to help this community. Mr. Stovall's business number is (972) 288-5595. His address is 1228 Narcissus, Mesquite, TX 75145.

**II. Community Support (Reviewed by Agency)**

***E. Each applicant must publish the following statement in a newspaper of general distribution in the geographic area proposed for the school. The statement must also be mailed to the city council and commissioner's court with jurisdiction over the geographic area. Attach evidence of publication.***

The NOTICE OF INTENT TO APPLY FOR OPEN-ENROLLMENT CHARTER SCHOOL was published twice in the legal notices section of the Ellis County Press: Thursday, January 13, 2000 and Thursday, January 20, 2000. The NOTICE was also published in the Pleasant Grove Shoppers News on Wednesday, January 12, 2000. The NOTICE was also publishing on Thursday, January 20, 2000 in the Suburban News. A tear-sheet from each newspaper is included in APPENDIX H. The NOTICE OF INTENT TO APPLY FOR OPEN-ENROLLMENT CHARTER SCHOOL was also mailed to the City Council and Commisioner's Court. Evidence of mailing is included in Appendix H.

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**A. Profile of the Founding Board and/or Initial Incorporators of the sponsoring entity (not applicable to governmental entities or college/universities)**

**1. Describe the organizing group of initial incorporators who are working together to apply for a charter, including the names of the organizers, their backgrounds and experiences, and 3 references for each.**

Members of the organizing group are all currently affiliated with an already-approved charter school, Rylie Faith Family Academy. In working with some of the parents who were bringing children to RFFA, it became apparent that the need existed for additional charter schools in the southeast sector of the Metroplex. The persons who have been most active in organizing this charter application are:

Karen R. Belknap

Ms. Belknap has degrees in Psychology, Crime and Delinquency, and Human Development and Family Life. Ms. Belknap has served as the Superintendent for one of Texas' largest charter schools (Rylie Faith Family Academy – 500 students) for 1.5 years. She has insured that all state and Federal laws and regulations have been followed and that student achievement remains the focus. Previously, Ms. Belknap served as Principal of Faith Family Academy, a private Dallas inner-city school, for two years. While at both schools, she has implemented many innovative programs to help disadvantaged children succeed. She has also worked in counseling teenagers and children for many years. Ms. Belknap has worked as a truant officer. She has worked with the Juvenile Courts, teaching skills on effectively working with delinquents which resulted in lower recidivism. She served as the head counselor at the Dallas Salvation Army Halfway House.

References:

1. Debbie Rummel; 114 Glenview Dr.; P. O. Box 397; Hutchins, TX. 75141; 972-225-5838
2. Eva Thornhill; 302 Adams; Wilmer, TX. 75172; 972-441-4234
3. Karla Prasifka; 100 J. J. Lemmon, Huthins, TX 75141; 972-225-4940

Donald E. Belknap

Mr. Belknap has served as the Principal for one of Texas' largest charter schools, Rylie Faith Family Academy, for the past 1.5 years. As Principal, he oversees the day-to-day operations of the school. He handles everything from discipline of unruly children to upset parents. Previously, Mr. Belknap served as Business Manager and Teacher of Faith Family Academy, a private Dallas inner-city school, for two years. While at both schools, he has implemented many innovative programs to help disadvantaged children succeed.

Prior to his entry into the field of education, Mr. Belknap had experience as a manager and a business owner. Between 1990 and 1994, he was employed as Department Manager, overseeing 125 employees. Also, for 10 years, he was the owner of Kountry Mart, which generated annual sales of \$500,000.

References:

1. Laura Stewart; 11319 Iris Drive; Balch Springs, TX. 75180; 972-557-7951
2. DeAnn Hoffman; 8720 Fireside Dr.; Dallas, TX. 75217; 214-398-8401
3. Westin Henson; 1412 Trout Rd.; Hutchins, TX. 75141; 972-225-9006

Brenton White

Mr. White has served as the Vice-Principal for one of Texas' largest charter schools, Rylie Faith Family Academy, during the 1999-2000 school year. As Vice-Principal, he has overseen the effectiveness of what happens in the classroom. He handles everything from discipline of unruly children to upset parents to teacher's lesson plans. Previously, Mr. White worked as a teacher, both at Rylie Academy and at Faith Family Academy.

Mr. White earned a Master of Music from the University of Southern California.

References:

1. Judy Breshears; 144 Park Lane; P O Box 1246; Hutchins, TX. 75141; 972-225-7300
2. Charles and Robin Dale; 1324 Dowdy Ferry Rd.; Hutchins, TX. 75141; 972-225-8120
3. Chief R. D. Hutcherson; 305 W. Dallas; Hutchins, TX. 75141; 972-225-2226

David Sehested

Mr. Sehested has assisted several non-profit organizations with the writing of previous charter school applications, which were approved. He has been employed as a Business Manager at a charter school and has successfully submitted PEIMS reports many times. Mr. Sehested is currently serving as Business Manager for Rylie Faith Family Academy. Mr. Sehested earned a Master of Business Administration from the University of Texas at Austin and is an Eagle Scout.

References:

1. Keith Brunson, 901 S. Mopac Bldg 2, #425, Austin, TX 78745; 512-447-0783
2. Terri Emerson, 6403 Heron Dr., Austin, TX 78759; 512-257-3712
3. Julie Wade, 2805 Robinson Ave, Austin, TX 78722, 512-482-8537

Dr. Shala White

Dr. White earned a Doctor of Chiropractic from Cleveland Chiropractic College, in Los Angeles, CA. She earned a Bachelor of Science from Logan Chiropractic College in St. Louis, MO. She is a certified Chiropractor with the State of Texas. She has served as the textbook coordinator and set up curriculum for a charter school. She has administrative experience in public schools. Dr. White has also taught at schools.

References:

1. Dr. D'Anira Wiseman; 239 N. Arnaz; Ojai, CA. 93023; 805-640-1992
2. Dr. Michael Miller; 3033 Doyne Rd.; Pasadena, CA. 91107; 626-398-7060
3. Dr. Martha Garcia; 935 Kenwood St.; Burbank, CA. 91505; 818-842-3840

Dorothy Harris, B.A., M.B.A.

Ms. Harris received her Bachelor of Arts and her Master of Business from the University of Wyoming. She has done extensive studies in Special Education Administration. She has written teacher handbooks, student handbooks, set up Boards, and run the business office of a charter school.

References:

1. Frances Macmillan; 122 Oakland Dr, Palestine, TX 75801; 214-729-1039
2. Dennis Ducomin, P.O. Box 848; Fraser, CO 80442; 970-726-5388
3. Evelyn Wentworth; Englewood CO.; 303-781-0146

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**A. Profile of the Founding Board and/or Initial Incorporators of the sponsoring entity (not applicable to governmental entities or college/universities)**

**2. Describe what role each person will play and why he/she has chosen to support the application.**

*Karen R. Belknap; Superintendent; Wants to make a difference in the lives of children*  
*Donald E. Belknap; Will lend insight into behavioral problems*  
*Brenton White; Will lend teaching and Vice-Principal experience to project*  
*David Sehested; Will lend knowledge of TRS, PEIMS, accounting*  
*Dr. Shala White; Will lend expertise in medical issues and EMAT textbook system*  
*Dorothy Harris; Will lend knowledge of special education*

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**A. Profile of the Founding Board and/or Initial Incorporators of the sponsoring entity (not applicable to governmental entities or college/universities)**

**3. Describe the following:  
the officer positions designated;**

The officer positions for Rylie Faith Family Academy, Inc. are: President, Vice President, Secretary and Treasurer.

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**A. Profile of the Founding Board and/or Initial Incorporators of the sponsoring entity (not applicable to governmental entities or college/universities)**

**3. Describe the following:**

**b. the manner in which members of the Board of Trustees are selected and removed from office;**

The membership of the sponsoring entity, Rylie Faith Family Academy, Inc. is currently set at the six members listed above.

Board positions are appointed. Election of officers shall be as described in Article 6.2 of the Bylaws. Removal shall be as described in the Bylaws.

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**A. Profile of the Founding Board and/or Initial Incorporators of the sponsoring entity (not applicable to governmental entities or college/universities)**

**3. Describe the following:**

**d. the manner in which vacancies on the Board of Trustees are filled;**

Election of trustees (to add members or fill vacancies) shall be as described in Article 2.2 of the Bylaws.

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**A. Profile of the Founding Board and/or Initial Incorporators of the sponsoring entity (not applicable to governmental entities or college/universities)**

**3. Describe the following:**

**the term for which members of the governing Board of Trustees serve;**

The term of office is one year, as described in the Bylaws.

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**A. Profile of the Founding Board and/or Initial Incorporators of the sponsoring entity (not applicable to governmental entities or college/universities)**

**3. Describe the following:**

**whether the terms are to be staggered.**

Terms are not staggered. All Board positions are elected at the annual meeting.

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**A. Profile of the Founding Board and/or Initial Incorporators of the sponsoring entity (not applicable to governmental entities or college/universities)**

**4. Include any plans for further recruitment of founders or organizers of the school.**

The current RFFAI Board of Trustees has been advised that upon granting of the charter that they will be responsible for setting school policy, ensuring that the mission of the school is upheld and governing the school in accordance with its bylaws, charter, and state and federal statutes. Integral to this function is the board's ongoing assessment of the school's programs, its processes and systems (utilizing input from the School Advisory Council).

One of the first actions that the Board of Directors will take upon the granting of the charter is to appoint various community, parental, administrative, faculty, and student leaders to serve on the newly-created School Advisory Council. The Council will consist of 7 - 11 members, whose charge will be to assess all aspects of school operations and bring recommendations for improvement to the Board of Directors.

As School Advisory Council members and Board of Directors are selected or replaced, the following criteria will be considered:

- a. Interest in innovative educational practices
- b. Love of children
- c. Ability to raise funds for the school
- d. Interpersonal and communication skills
- e. Commitment to diversity and awareness of ethnic issues
- f. Personal interview
- g. Bring diversity of life and work experience
- h. Provide moral, educational and physical leadership and support to the school.
- i. Level of committed interest to our School, its curriculum and its students.
- j. Willingness to be actively involved.

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**B. School Management Board**

**1. Biographical affidavit for each member of the school management board.**

Not applicable. There will not be a separate School Management Board. (The School Advisory Council is advisory only, not management).

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**B. School Management Board**



**2. Describe the following:**

**a., b., c., d., e.,f.**

Not applicable. There will not be a separate School Management Board. (The School Advisory Council is advisory only. not management).

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**B. School Management Board**

**3. Specify the extent to which any private entity will be involved in the operation of your charter school. Identify any members of the Board of Trustees or officers of the charter school who are affiliated with that entity.**

There are currently no plans to out-source the management of the charter school. RFFA has contracted with Chartwells to supply meals for our lunch program and Mars to supply instruments for our band for the current school year. We will probably contract with them for this charter school as well. There are no members of the Board of Trustees or officers who are affiliated with these entities.

**III. Governance of the Sponsoring Entity (Reviewed by Agency)**

**B. School Management Board**

**4. The manner in which the charter schools will conduct textbook selection.**

RFFAI will assign a charter school employee to operate as the Textbook Coordinator. The Textbook Coordinator will review our textbook needs in January prior to the first day of operation of a new school year.

The Textbook Coordinator will make recommendations to the Board of Trustees no later than February 1<sup>st</sup> of each year. The Board of Trustees will discuss and vote on textbooks for the upcoming school year no later than March 1<sup>st</sup> of each year.

The Board of Trustees may decide to make a copy of each textbook to be approved available for public viewing at the charter school for at least 15 days prior to a final vote. Members of the public would then be invited to comment on textbooks under consideration at a regularly scheduled Board meeting.

The Textbook Coordinator will place textbook orders through the EMAT system each year no later than April 1<sup>st</sup>, or another deadline as set by the TEA textbook division and the school book depository.

**IV. School Demographics (Reviewed by Agency)**

**A. What are the school's enrollment projections for the first five years? What is the school's maximum enrollment goal? What grades will be served? How many students are expected to be in each grade or grouping? What will be the maximum class size allowed? Any increase in the grade levels served and maximum enrollment as specified on the cover sheet of this application, and any increase in maximum class size must be approved by the SBOE.**

A+ ACADEMY anticipates a first year enrollment of 300 students in grades pre-k -12. The five year enrollment projections are as follows:

	2000-01	2001-02	2002-03	2003-04	2004-05
Pre-K 3	30	40	60	80	100
Pre-K 4	30	40	60	80	100
Kinder	30	40	60	80	100
Grade 1	30	40	60	80	100
Grade 2	30	40	60	80	100
Grade 3	30	40	60	80	100
Grade 4	30	40	60	80	100
Grade 5	30	40	60	80	100
Grade 6	30	40	60	80	100
Grade 7	0	40	60	80	100
Grade 8	0	40	60	80	100
Grade 9	0	0	60	80	100
Grade 10	0	0	60	80	100
Grade 11	0	0	0	80	100
Grade 12	0	0	0	0	100
Total	270	440	780	1,120	1,500

We will maintain a student to instructional staff (teachers and teacher's aides) ratio of 19:1 or less. The first year we will have one classroom for each grade that we serve – with no more than 30 students per class. We are requesting a maximum enrollment cap (on up to five campuses) of 1,500.

**IV. School Demographics (Reviewed by Agency)**

**B. Describe the community or region where the school will be located.**

The location chosen for A+ ACADEMY is at 203 Palestine in the community of Hutchins, Texas. It is located near several main roads, including I-45 and I-20. We will be serving children from Hutchins, Wilmer, Lancaster, Ferris, Seagoville, Balch Springs and Dallas, as well as other parts of the Metroplex. Our geographical area is officially Dallas County and Ellis County.

**IV. School Demographics (Reviewed by Agency)**

**C. Why was this location selected? Are there other alternative locations suitable to the needs and focus of the school?**

This site was chosen for several reasons. It has served the Hutchins community as a private school for many years. Many members of the community have fond memories of their school days on this campus. The current private school has hit financial hard times and may be closing at the conclusion of the 1999-2000 school year.

In addition to the buildings already on the site, this site includes a large parcel of unimproved land. This would be ideal to install some modular classrooms prior to the beginning of the second year.

We have identified three alternative locations that would be suitable for our needs and focus. These are three large shopping centers which have empty space.

**V. Human Resource Information (Reviewed by Agency)**

**A. Describe your human resources policies governing salaries, contracts, hiring and dismissal, sick and other leave, and benefits. (Provide salary schedules, sample contracts and copies of policies on other issues in Attachments.)**

SALARIES:

It is A+ ACADEMY's desire to pay wages and salaries that are competitive with other schools. The salaries will be motivational, fair and equitable, variable with individual and school performance and in compliance with all applicable statutory requirements.

*Basis for Determining Pay:* An employee's pay is influenced by four factors:

1. The nature and scope of the job
2. What other employers pay their employees for comparable jobs
3. Individual performance
4. School budget/fiscal status

*Payroll*

Employees of A+ ACADEMY will be paid through the payroll department of A+ ACADEMY using its procedures to record employee work hours, compute pay, deduct federal, state and local income taxes, Texas Teacher Retirement contributions and make other adjustments as contained in applicable laws and regulations.

*Pay Period*

Our payroll will be paid on the last working day of the month..

*Time Cards/Records*

By law, we are obligated to keep accurate records of the time worked by "non-exempt" employees. This is done by either time clock cards or other written documentation. All employees are required to keep the office advised of their departures from and returns to the premises during the work day.

*Hiring:*

**Contract Status:** All persons who perform services for A+ ACADEMY shall be considered "at-will" employees of A+ ACADEMY. A+ ACADEMY's Board of Trustees may terminate the employment of any personnel so long as such employees are not terminated for unlawful reasons. No employees of A+ ACADEMY will have an employment contract. All employees will have a signed Letter of Understanding, which spells out in detail all of the verbal agreements that were made during the hiring process. This includes the position hired for, salary and benefits.

*Hiring and Recruitment:*

It is the policy of A+ ACADEMY to consider current employees of the charter school to fill vacant positions before recruiting from outside. A+ ACADEMY is an equal opportunity employer and affirms that it shall not discriminate against any employee on

the basis of race, creed, color, gender, national origin, religion, ancestry, age, or disability in its recruitment, selection, training, utilization, termination or other employment-related activity. All employment by A+ ACADEMY shall be on an "At-will" basis, unless otherwise stipulated.

The Board of Trustees shall appoint the Superintendent of A+ ACADEMY. Such appointment shall be at the pleasure of the Board of Trustees without definite term, and shall be at the salary specified by the Board of Trustees.

The Superintendent and/or Principal shall recommend appointment of all other personnel to the Board of Trustees for final selection. Employees may be appointed to full-time, part-time or temporary positions.

*Dismissal:*

A+ ACADEMY hopes and expects that employees will give at least two weeks notice in the event that they intend to leave our employ. Any accrued leave time will be paid at the next scheduled pay date. All employment is at-will unless otherwise specified. Termination may occur at any time, with or without cause, based on the Superintendent's recommendation to the Board of Trustees and Board approval.

*Sick and Other Leave:*

*Paid Vacation Days:* Only salaried employees will be entitled to paid vacation days. Vacation days will be specified on each employee's Letter of Understanding.

*Paid Personal Days:* Each full-time salaried employee shall receive five paid personal days off per school year. These days may be used as sick days, travel days, or for any purpose deemed acceptable by the Superintendent. Personal days will accrue at the rate of 0.25 days per week. Unused paid personal days do not roll-over into any future academic years.

*Unpaid Personal Days:* Each full-time salaried employee may request unpaid personal days as specified in the federal Family Leave Act.

*Bereavement:*

Bereavement time will be provided at the discretion of the Superintendent.

*Benefits:*

*Health Insurance:* A+ ACADEMY will attempt to provide health insurance for all full-time employees. A+ ACADEMY will interview several insurance vendors to decide on a good group plan.

*TRS Membership:*

A+ ACADEMY will enroll all eligible employees in the Teacher Retirement System of Texas, as required by law. We will opt out of the Social Security System, but not Medicare, as allowed by law. A+ ACADEMY will withhold TRS payments from members' payroll checks at the rate specified by law, currently a total of 6.65%. These

monies will then be forwarded in a timely manner to TRS offices in Dallas via the automated Tex-Net telephone payment system.

**V. Human Resource Information (Reviewed by Agency)**

**B. Administrators (Reviewed by Agency)**

**1. Biographical Affidavit for each administrator of the school.**

The only administrator to be selected to date is Ms. Karen Belknap, Superintendent. Her biographical affidavit is included in Appendix D. Other administrators will be interviewed and selected upon charter approval.

**V. Human Resource Information (Reviewed by Agency)**

**B. Administrators (Reviewed by Agency)**

**2. Powers and duties**

**a. Who will be the school's Chief Executive Officer? Describe the chain of command (attach an organizational chart).**

A+ ACADEMY's initial Chief Executive Officer will be the Superintendent, Ms. Karen Belknap. An organizational chart is included in Appendix I.

**V. Human Resource Information (Reviewed by Agency)**

**B. Administrators (Reviewed by Agency)**

**2. Powers and duties**

***b. What experience has the proposed CEO had in managing a school and/or business?***

Karen Belknap has degrees in Psychology, Crime and Delinquency, and Human Development and Family Life. Ms. Belknap has served as the Superintendent for one of Texas' largest charter schools (Rylie Faith Family Academy – almost 500 students) for 1.5 years. She has insured that all state and Federal laws and regulations have been followed and that student achievement remains the focus. Previously, Ms. Belknap served as Principal of Faith Family Academy, a private Dallas inner-city school, for two years. While at both schools, she has implemented many innovative programs to help disadvantaged children succeed. She has also worked in counseling teenagers and children for many years. Ms. Belknap has worked as a truant officer. She has worked with the Juvenile Courts, teaching skills on effectively working with delinquents which resulted in lower recidivism. She served as the head counselor at the Dallas Salvation Army Halfway House.

**V. Human Resource Information (Reviewed by Agency)**

**B. Administrators (Reviewed by Agency)**

**2. Powers and duties**

***c. What criteria will the founders use to choose the school's academic and financial leaders?***

The criteria used by the founders to choose A+ ACADEMY's academic and financial leaders are:

- ◆ Interest in innovative educational practices
- ◆ Love of children
- ◆ Ability to effectively communicate the school's mission and goals to the community
- ◆ Interpersonal and communication skills
- ◆ Commitment to diversity and awareness of ethnic issues
- ◆ Personal interview
- ◆ Bring diversity of life and work experience
- ◆ Provide moral, educational and physical leadership and support to the school.
- ◆ Level of committed interest to our School, its curriculum and its students.
- ◆ Willingness to be actively involved.

**V. Human Resource Information (Reviewed by Agency)**

**B. Administrators (Reviewed by Agency)**

**2. Powers and duties**

*Provide a complete job description for the CEO, school academic Superintendent, financial Superintendent and other administrative personnel.*

See Appendix J.

**V. Human Resource Information (Reviewed by Agency)**

**B. Administrators (Reviewed by Agency)**

**2. Powers and duties**

*e. How will administrative personnel be evaluated?*

Performance evaluations shall be considered management tools that help the administrator strengthen job skills and overall performance while improving areas of weaknesses. The Superintendent will be responsible for the supervision and evaluation of all members of the administration. A written report of the annual evaluation and recommendation will be submitted, in closed session, to the Board of Trustees for review and action.

The Board of Trustees will be responsible for evaluating A+ ACADEMY's Superintendent on a semi-annual basis the first year of employment and annually thereafter. The evaluation of the Superintendent will be based on the overall performance of A+ ACADEMY with specific emphasis on academic success of students. The Board of Trustees may remove the Superintendent with or without cause.

Areas that administrators will be evaluated on include:

- Instructional management
- School morale
- School improvement
- Personnel management
- Fiscal and facilities management
- Student management
- Community relations
- Professional growth and development
- Academic excellence indicators and campus performance
- School board relations (for superintendent only)

**V. Human Resource Information (Reviewed by Agency)**

**B. Administrators (Reviewed by Agency)**

**2. Powers and duties**



**f. What will be the salary range and benefits for administrative staff?**

Superintendent: Salary range: \$45,000 – 80,000.

Principal: Salary range: \$40,000 – 70,000.

Vice Principal: Salary range: \$35,000 – 60,000.

Business Manager: Salary Range: \$35,000 – 70,000.

Special Populations Administrator: Salary Range: \$32,000 – 50,000.

Benefits for all of the above positions will be as shown in Question V-A.

**V. Human Resource Information (Reviewed by Agency)**

**C. For Faculty and Staff (Reviewed by Agency)**

**1. Include a description of the qualifications to be required for all classroom teachers and staff.**

As teachers and other staff are selected or replaced, the following criteria will be considered:

- ◆ Interest in innovative educational practices
- ◆ Love of children
- ◆ Ability to effectively communicate the school's mission and goals to the community
- ◆ Interpersonal and communication skills
- ◆ Commitment to diversity and awareness of ethnic issues
- ◆ Personal interview
- ◆ Bring diversity of life and work experience
- ◆ Provide moral, educational and physical leadership and support to the school.
- ◆ Level of committed interest to our School, its curriculum and its students.
- ◆ Willingness to be actively involved.

Teachers for all grades will be responsible for:

- Implementing and updating the curriculum
- Maintaining current student performance level information
- Assigning appropriate additional or alternative studies to students either not meeting or Exceeding attainment
- Keeping accurate and concise records
- Maintaining work portfolios
- Establishing classroom procedures
- Coordinating with Interns and volunteers in the classroom and
- Reporting all education related activities to the Superintendent.

All full-time teachers are required to work at least 40 hours per week within the school timetable, including lunch and recess duties, and planning days. The Superintendent or Principal may occasionally request after-hours work. Teachers will also be required to

assist with extra-curricular programs on a rotating basis. All teachers report directly to the Principal.

All teachers in core classes must have a minimum of a Bachelor's degree, a strong desire to work in a parent participation school with an innovative educational program and possess the ability to work well with others. State certification is NOT required, except as required by state or Federal laws or regulations. A Bachelor's degree is **not** required for some enrichment classes, if the person who is proposed to teach the class is considered an expert in a field based on real-life experience.

Teacher's Aides must have a high school diploma or equivalent and a demonstrated ability to work well with children.

All Academy staff must pass a criminal background check.

**V. Human Resource Information (Reviewed by Agency)**

**C. For Faculty and Staff (Reviewed by Agency)**

**2. Describe targeted staff size and the teacher-to-student ratio.**

The staff that we expect to hire for the first year includes:

- 1 Superintendent
- 1 Principal
- 1 Business Manager
- 1 Special Populations Administrator
- 1 Cafeteria Manager
- 0.5 Grant Writer/Fund Raiser
- 1 Athletic Director/Coach
- 1 Coach
- 15 Teachers
- 8 Teacher's Aides
- 1 Secretary
- 1 Receptionist
- 1 Clerk (PEIMS/Accounting)
- 1 A/V Specialist
- 2 Cafeteria Servers.

We will maintain a student to instructional staff (teachers and teacher's aides) ratio of 19:1 or less. The first year we will have one classroom for each grade that we serve – with no more than 30 students per class. We are requesting a maximum enrollment cap (on up to five campuses) of 1,500.

**V. Human Resource Information (Reviewed by Agency)**

**C. For Faculty and Staff (Reviewed by Agency)**

**3. Identify the proposed faculty and staff if possible.**

Faculty and staff have not yet been hired for A+ ACADEMY. Immediately upon approval of the charter application by the State Board of Education, we will begin placing employment ads in local newspapers and on the Internet. We are considering sponsoring a job fair.

**V. Human Resource Information (Reviewed by Agency)**

**C. For Faculty and Staff (Reviewed by Agency)**

**4. How will the faculty and staff be evaluated?**

We have chosen to use the Professional Development and Appraisal System (PDAS) for Texas teachers. We have obtained a copy of the PDAS manual for reference. We look forward to implementing this appraisal system. It is design to specifically meet the needs of teachers and students in Texas schools.

As Mike Moses stated, "The PDAS incorporates the student performance link required by law. It does so in the fairest way possible for teachers and in a manner, which promotes teamwork and a focus on student learning. We believe the system has the potential to positively impact student achievement. The performance link focuses on TAAS-related objectives, attendance, and students in at risk situations, allowing the system to appraise all teachers on their contributions to the overall improvement of the school."

To paraphrase Moses: We are certain that the Professional Development and Appraisal System will promote quality professional development for teachers that correlates with the goals of our charter school, is relevant to the teaching assignment, and helps the teacher to address the varied characteristics of students.

We will work closely with the Region 10 Education Service Center to provide quality professional development opportunities based on our PDAS results.

**V. Human Resource Information (Reviewed by Agency)**

**C. For Faculty and Staff (Reviewed by Agency)**

**5. Provide complete job descriptions of all charter school faculty and staff, including instructional and non-instructional duties.**

See Appendix J.

**V. Human Resource Information (Reviewed by Agency)**

**C. For Faculty and Staff (Reviewed by Agency)**

**6. For secondary schools, describe the method for determining that an individual student has satisfied the requirements for graduation.**

The school's Registrar is responsible for determining that an individual student has satisfied graduation requirements. The Registrar will receive student records and information from other schools when children first enroll. He or she will find out which courses that each student has passed and which sections of the TAAS were passed. The registrar is responsible for maintaining each child's records so that they successfully complete all of the necessary courses and exams to meet graduation requirements.

We will strongly encourage our students to aim for graduation under the Recognized High School Program. Our minimum graduation requirement will follow the TEA Minimum Graduation Plan. Unfortunately, many of the students who come here from local ISD's are so far behind that it will take all that we have to just get them up to the minimum standards. See Appendix K. **Several photographs of the first graduating class at our current charter school are shown in Appendix L.**

**V. Human Resource Information (Reviewed by Agency)**

**D. Code of Conduct**

**1. Describe in detail your school rules or guidelines governing student behavior.**

Many of our students have never learned how to properly behave in school. If they cannot behave, no one can learn. Our preferred method of behavior modification is through positive reinforcement, not through negative consequences.

One method through which we will incorporate positive modification is our "Merit System". This system is similar to a token economy. Students will receive Merits for positive behaviors. Every other Monday, a Merit Store will be set up in our cafeteria. At our current school, the students often save their merits from one week to another in order to be able to "buy" the item that they really want. Students take their Merits to the Merit Store and are able to trade in their Merits for toys, radios, Walkmans, etc.

One of the most popular items at the Merit Store for our high school students is a "Free Clothes Day" coupon. This coupon costs about two months worth of merits (good behaviors). It is very appealing to high school students because, with one of these coupons, a student is not required to wear a uniform to school that day.

Another popular item that Merits can be traded for is a "Class Pizza Party".

Merits will be given for:

- Perfect attendance with no tardies

- Making 100% on a major exam
- Making 89% or more on a major exam
- Returning notes or folders signed by parents
- Caring deed done spontaneously
- Birthday
- Chores done for teachers
- Demonstration of the weekly character trait
- Neatest desk
- Essay written on topic of assembly
- Progress and Report Card grades (with no incompletes)

A second method in which we incorporate positive reinforcement into our school is through an award ceremony held after each 6-week period. At these ceremonies, we present ribbons to each student who has earned recognition by being on the "A" Honor Roll or on the "B" Honor Roll. We also present Perfect Attendance ribbons with a \$5 bill attached to those students who made it through the entire 6-weeks with no absences. **See Appendix M for pictures of awards being presented.**

A third method of positive reinforcement will be a large award ceremony at the conclusion of each school year. Every student at our school will receive at least two awards. We believe that every student has strengths and has done something worth celebrating. Every student receives at least two awards, some as many as 12.

It is easily seen from the above descriptions that we fully believe that positive reinforcement makes a huge difference in the performance level of our students.

But we also realize that there will be times when students will behave in such a way that negative consequences will be required. To be certain that all students are aware of what our expectations are, we have developed the following Code of Conduct, which may be modified by the Board of Trustees.

# CODE OF CONDUCT

## *Article I: Philosophy*

All students will be expected to possess and display ethical and appropriate social behaviors. Students will demonstrate respect for others, be held accountable for their actions, and seek excellence in performance and practice integrity.

## *Article II: Student Responsibilities*

- A. Students are expected to read and discuss this document with their parents and indicate both understanding and acceptance of such by returning a completed and signed copy of an acknowledgment form located in the front of the handbook.
- B. Students are to be courteous to others.
- C. Students are expected to encourage and assist others.
- D. Students are expected to respect the authority of the school by:
  - i) attending school daily, except when ill or otherwise excused, according to school policy
  - ii) being on time to all classes and school functions where attendance is mandatory
  - iii) following the student dress code policy
  - iv) cooperating with all directives issued by school personnel
  - v) seeking changes in school policies and regulations through approved channels in an orderly and responsible manner.
- E. Students are to cooperate with their teachers by:
  - i) following directions the first time they are given
  - ii) being truthful and honest in responses
  - iii) being prepared for class with assigned work and appropriate material
  - iv) completing homework, class assignments and projects on time
- F. Students are to develop themselves by:
  - i) establishing an effective working relationship with parents, peers and adults
  - ii) meeting the challenges presented during the educational experience
  - iii) striving to reach the fullest potential
  - iv) setting individual goals
  - v) improving work and study habits

## *Article III: Discipline Action Plan*

### Section 1: DISCIPLINE SYSTEM

If at any time the student's disciplinary record includes five documented disciplinary actions or if serious or unacceptable behavior occurs, the student may be removed from school (See Section 2). The code of conduct applies to behaviors both at school and during school sponsored and related activities.

**A.** The first disciplinary referral in a student's record will be a written warning. The warning will be sent home and must be initialed by the parent. If referrals sent to parents are not returned with parental signature, further disciplinary referrals may be issued and actions taken. Parents are encouraged to discuss each issue with teachers and administration.

**B.** The second written disciplinary warning given to a student by a teacher/staff member will result in a phone call by the teacher/staff member to the student's parent/guardian to explain behaviors(s) and give warning to possible future disciplinary actions. The teacher/staff member notes that the phone call was made and that such warning has been given.

**C.** If a student receives three referrals, the student's homeroom teacher or principal will contact the parent.

**D.** Four or more disciplinary warnings in a student's record will result in a parent meeting with the student's teachers and/or vice-principal to discuss the student's behavior, gather information and discover patterns and circumstances surrounding the student's behavior. The purpose of the conference will be primarily to develop a plan that will help the student to control misbehaviors and effectively participate in the school's educational process. This may include disciplinary actions, such as, but not limited to, alternative classroom placement and/or suspension from school. The conference will also set the guidelines by which the student will abide in order to remain in school.

**E.** If, after a conference between parents and staff, further behavior results in additional disciplinary warnings, disciplinary actions will be administered at the discretion of the principal.

Note: Serious misbehavior or actions occurring outside of a particular classroom are handled at the discretion of the administration. Lack of participation of student and/or parent in the process does not preclude action to be taken by the administration.

## Section 2: CLASSIFICATION OF SPECIFIC MISBEHAVIORS

**A.** The following list includes examples of behavioral actions that will receive no warning and will be assigned a level of disciplinary action, as deemed appropriate by the administration. These are to include, but are not limited to:

- i) vile, abusive or vulgar language, defacing school property
- ii) deceitful or dishonest activities, fighting, gambling, theft, obscene gestures or actions
- iii) defiance or refusing to follow directions of adults
- iv) injury to any person, intentional or not, caused by horseplay, malice and/or disobedience to rules or standards of good conduct

**B.** The following list includes examples of behavioral actions that will receive no warning and may result in the student being immediately removed from school:

Any criminal activity, including but not limited to possession or use of weapons or controlled substances, alcohol, smoking, aggravated assault, terrorists threats, arson, sexual assault, retaliation. Any activity that is dangerous to other people conducted in a premeditated way.

Any felony criminal conviction reported to the school by official authorities.

**V. Human Resource Information (Reviewed by Agency)**

**D. Code of Conduct**

**2. Describe your school's policies regarding student expulsion and suspension. Include a description of procedures that satisfy due process requirements.**

According to our student handbook, we will enforce the following suspension and expulsion policies:

**A. Areas for Immediate Demerits**

1. Bringing food, drink or gum into the classroom, except water in sports bottle.
2. Leaning back in your chair.
3. Messy desk and locker.
4. Sleeping.
5. Sitting on furniture.
8. Not being on task.

**B. Areas for Immediate Detention:**

1. Out of uniform.
2. Distraction or disturbance of any type in the classroom. (whispering or talking out loud, tapping on desk or anything, making any type of noise, throwing paper or any object in class causing others to laugh or look around).
3. Getting out of your chair without permission. Exception: Fire or Fire Drill.
4. Moving another person's chair or desk.
5. Entering the school without proper attire. Example: Wearing caps or hats.
6. Destruction of any items including but not limited to decorations, and all other items valued under \$2.00 property. Parents will be held responsible for the cost of any items.
7. Taking food or drink into the gym. Being in gym without adult supervision.

**C. In-School Suspension**

1. Arguing (talking back) with Teacher, Supervisor, Principal or other Staff. 1 day suspension.
2. Body contact – opposite sex touching even through clothing, pushing or shoving. 1 - 3-day suspension.
3. Not serving detentions on a timely basis – 1 day per unserved detention
4. Using profane, abusive and improper language (moderate). 1-day suspension.
5. Refusing to stop disrupting the class (refusing to do what the teacher or supervisor asked)
6. Continually poor behavior in class
7. Excessive detentions
8. Leaving campus without permission



*D. Areas for immediate Out-of-School Suspension*

1. Cheating or stealing. 3-day suspension.
2. Threats to staff or other students. 3-day suspension.
3. Defacements or destruction of any properties including, but not limited to buildings, furnishings, decorations, bath rooms and all other real property. Parents will be responsible for replacement.
4. Sexual Harassment – physical or verbal. 3-day suspension.
5. Gang signs of any type (even if it looks like it could be). 3- day suspension.
6. Stealing or forging merits.
7. Positive results on drug test – 3-day suspension plus counseling

*E. Areas for Immediate expulsion.*

1. Repeated unexcused absences and tardies.
2. Injury to any person, intentional or not, caused by horseplay, malice behavior, not obeying rules or standards of conduct.
3. Defiance to teacher or staff.
4. Refusing to obey rules.
5. Vile language or defacing property.
6. Deceitful or dishonest activities. fighting, gambling, theft, obscene gestures, or actions gang activities.
7. Sale of illegal drugs
8. Excessive suspensions
9. Second offense of sexual harassment
10. Refusal to attend counseling after failure of drug test
11. Second positive drug test
12. Making death threats

The following notice will be given to all parents when they enroll their children. It will also be attached to any suspension or expulsion notices that go home to parents.

Dear A+ ACADEMY Parent:

I would like to remind everyone that as a parent of a A+ ACADEMY student, you and your child have a right to DUE PROCESS. This means that the administration must be willing to hear from the parent and/or child concerning a suspension or expulsion.

If there is an incident that results in a disciplinary action such as suspension or expulsion, you have the right to speak to the administration about the situation. You may come to the school and present your case to the superintendent or principal. The administrator in charge will listen with an open mind to your portrayal of the situation. The administrator will then weigh all versions of the events, will consider the previous history of the student at our school and will render a verdict concerning disciplinary action.

This verdict may be appealed to the Board of Directors of Rylie Faith Family Academy, Inc. If you ever wish to do this, please speak with someone in the front office about when the next Board meeting is scheduled.

Any meetings with administrators or the Board are to be handled in a professional manner. Yelling, use of profane language or threats of violence will result in the parent being escorted from the building by Security. The door to an appeal is still open once the parent has calmed down.

Most of our parents are very satisfied with the education we are providing. If you ever feel like your child is not being treated fairly or needs different educational opportunities, please come talk to the Principal or myself. We really want to provide an exceptional opportunity for your child.

Thank you for all of your support this year.

Sincerely,

Karen Belknap  
Superintendent

**V. Human Resource Information (Reviewed by Agency)**

**D. Code of Conduct**

**3. Describe your school's mandatory student attendance plan and its fit with the code of conduct and the mission of the school.**

Students are expected to come to school every day that we are in session. They are expected to be on-time in the morning and for all classes and events during the day. We follow Texas Education Code (TEC) Section 25.085 which requires all Texas children who are between six and eighteen years of age to attend school (excluding those exemptions stated in Section 25.086).

We will abide by TEC Section 25.087(b) which "excuses students from attending school for the purpose of observing religious holy days, including traveling for that purpose, if before the absence" the parent or guardian "submits a written request for the excused absence." This also applies to a student who "commences classes or returns to school on the same day of the appointment" of that child with a health care professional. As per this Section, the day of absence shall be counted as a day of compulsory attendance.

The Board of Trustees will select a School Attendance Officer before the commencement of each school year. The powers and duties of the School Attendance Officer will be as detailed in TEC Section 25.091.

A+ ACADEMY will follow TEC Section 25.092, which details minimum attendance for class credit. We will require 90% attendance in order to receive credit for a class, unless a waiver is granted for an individual student by A+ ACADEMY's Attendance Committee. The majority of the Attendance Committee will be comprised of teachers and will meet on an as-needed basis. The Attendance Committee will be appointed by the Superintendent prior to the commencement of the school year and will be voted on by the Board of Trustees. As per TEC Section 25.092(d), "if a student is denied credit for a class by an attendance committee, the student may appeal the decision to the Board of Trustees."

A+ ACADEMY will comply with TEC Section 25.095, which mandates that a written warning notice be sent to parents "if, in a 6-month period, the student has been absent without an excuse five times for any part of the day." We will also implement TEC Sections 25.093 and 25.094, which detail the consequences for parents and students thwarting the compulsory attendance law and failure to attend school.

**VI. Business Plan (Reviewed by Agency)**

**A. Financial Management**

*1. Develop a preliminary startup budget, covering only the planning and capital expenses necessary before school opening (must be completed on state-provided template A) and with supporting letters of credit and documentation verifying private sources of funds.*

See Appendix N.

**VI. Business Plan (Reviewed by Agency)**

**A. Financial Management**

*Present a three (3)-year budget covering all projected sources of revenue, both public and private, and planned expenses*

See Appendix O.

**VI. Business Plan (Reviewed by Agency)**

**A. Financial Management**

*3. Present a three (3) year cash flow projection showing monthly cash in flows from all sources by month, including loans and all monthly cash outgoes for all purposes, including loans.*

See Appendix P.

**VI. Business Plan (Reviewed by Agency)**

**A. Financial Management**

*4. Do you plan to conduct any fundraising efforts to generate capital or to supplement the per pupil allocations (ADA)?' If so, briefly explain fund raising activities and goals.*

Yes, we plan to conduct extensive fundraising efforts to supplement the standard state and Federal sources of revenue. We will utilize the suggestions in L. Peter Edles' *Fundraising: Hands-On Tactics for Nonprofit Groups* as well as the past experience of our board members and staff.

Edles' contends that the six major requirements that must be fulfilled to have a successful fundraising campaign are:

1. the goals of the organization must be compelling to ensure intense donor commitment.
2. The organization's growth patterns must be easily perceived
3. The organization or its key leaders must be strongly visible to the people whose support you expect
4. The Chief Executive and volunteer leadership must be highly competent, totally committed, and be proven, excellent fundraisers.
5. The campaign's needs must be specific, attractive, people-oriented, and have a sense of urgency.
6. The results of your campaign must be measurable.

We will ensure that we do not begin a campaign until each step is in place.

We will begin with small annual campaigns in which the families of the school support us. Then, we will approach private and corporate foundations, and by Year Three, begin a large capital campaign.

We will not conduct fundraising campaigns in which children are requested to go door-to-door. The Parent-Teachers Organization at the school will hold a fall carnival. We may sell raffle tickets for a large-ticket item such as a new car. The School Advisory Council will be a critical component in planning and implementing our fund-raising programs. We will certainly follow all Federal, state and local laws and regulations regarding fundraising. The first year we hope to raise \$5,000 dollars the second \$15,000 and the third \$30,000.

<b>VI. Business Plan (Reviewed by Agency)</b>
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<b>A. Financial Management</b>
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<p><b>5. Provide a copy of the current and/or proposed business procedures handbook the school will be using, describe the policies, procedures, and forms for the daily business operation.</b></p>
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We propose to use the Model Accounting and Financial Policies and Procedures Handbook for Not-for-Profit Organizations (ASAE Financial Management Series) by Edward J. McMillan at A+ ACADEMY. This handbook is published by John Wiley & Sons and offers proven advice, from a wide range of experts in the field, on every facet of nonprofit operations including management and leadership, human resources, employee benefits and compensation, fund-raising, marketing and communications, financial management, and laws and regulations. The Handbook is available for review in the Business Office of Rylie Faith Family Academy or it can be mailed upon request under separate cover to TEA. A copy of the face sheet from the Handbook is included in Appendix Q.

**VI. Business Plan (Reviewed by Agency)**

**A. Financial Management**

**6. Provide a copy of the current or proposed monthly budget status report to the board of Superintendents that will be used.**

See Appendix R.

**VI. Business Plan (Reviewed by Agency)**

**A. Financial Management**

**7. Describe the financial accounting and payroll accounting system to be used and the system's capacity to use the state mandated financial accounting system in the Public Education Information Management System (PEIMS).**

We expect to use the S.D.S. (Specialized Data Systems) software sold by School Works in Greenville, IL. It includes both a financial and a student module. It utilizes the state chart of accounts for all financial transactions. It allows for full input of demographics for both students and staff. The software can generate all required state reports. We fully expect it to meet our needs, the needs of TEA and to be able to successfully submit a fatal-free PEIMS four times per year.

Requirements for special programs such as Special Education, Career and Technology Education, Bilingual/ESL, Prekindergarten, Gifted and Talented and Pregnancy Related Services can be properly tracked in S.D.S.

School districts and charter schools in Texas are currently successfully using S.D.S.

**VI. Business Plan (Reviewed by Agency)**

**B. Facility Management (Reviewed by Agency)**

**1. Description of and address for the physical facility. Note that all site addresses must be approved by the State Board of Education.**

The proposed facility is located at 8343 Bruton in Dallas, Texas.

**VI. Business Plan (Reviewed by Agency)**

**B. Facility Management (Reviewed by Agency)**

**2. Explain why this site would be a suitable facility for the proposed school. Assess the necessity of renovation to the facility and compliance with applicable**

**building codes. Describe the services of the facility including heating, ventilation, and fighting, sanitary conditions and water supply.**

This facility has operated as a private school for many years. It meets all code requirements. All services are operational. Some cosmetic work will be required.

**VI. Business Plan (Reviewed by Agency)**

**B. Facility Management (Reviewed by Agency)**

**3. Describe special use areas of the facility including playground/athletic areas, cafeteria, laboratories, general assembly areas, etc.**

The site has playgrounds and a cafeteria.

**VI. Business Plan (Reviewed by Agency)**

**B. Facility Management (Reviewed by Agency)**

**4. Discuss any progress, partnership developments or future steps towards acquisition of a facility/land.**

There are currently no immediate plans to purchase real property for A+ ACADEMY. Purchasing property is, however, a *long-term* goal of the school. During our first year of operation, we will begin making plans for a capital campaign so that we might be able to purchase our own property before the conclusion of our first five-year contract. The School Advisory Council will be intimately involved in this capital campaign.

**VI. Business Plan (Reviewed by Agency)**

**B. Facility Management (Reviewed by Agency)**

**5. Attach a copy of a lease agreement, deed to property or purchase agreement as applicable.**

See Appendix S.

**VI. Business Plan (Reviewed by Agency)**

**C. Student Attendance Accounting (Reviewed by Agency)**  
**Describe your school attendance accounting procedures. Note: The TEA Student Attendance Accounting Handbook must be followed. (Copies of which can be obtained from publications department of TEA). Indicate name of computer program to be used for student accounting purposes and describe the capacity of that program to track of student related data required in PEIMS.**

We realize that accurate and timely attendance accounting is one of the most important things that we will undertake at A+ ACADEMY. We have obtained and read the 1999-2000 TEA Student Attendance Accounting Handbook. A copy of the most up-to-date manual will be provided to all classroom teachers at the beginning of each school year. In-service training will emphasize the importance of accurate and timely attendance accounting and will cover the most important issues regarding proper attendance-taking.

The Superintendent will be responsible for the safekeeping of all attendance records and reports. These files will always be readily available for audit by the School Financial Audits Division of TEA. A+ ACADEMY will maintain records to reflect the average daily attendance (ADA) for the allocation of FSP funds and other funds allocated by TEA.

A paper copy of all required attendance records will be retained for five years, unless we begin utilizing an Automated Data Processing system.

A+ ACADEMY staff will be instructed to only use ink to make manual entries or corrections in the attendance records, on daily absence slips, on six-week reports and on daily summary sheets. If errors are made, we will strike through the error, enter corrections nearby and initial.

Before the beginning of the school year, the Board of Trustees will choose a specific time of the day (for example, 10:30 am) that will be our "snapshot" time for taking attendance. At the snapshot time, teachers are to take the attendance in their classroom. They will mark it in their classroom roll book and on the Official Attendance Recording Document (AORD) supplied by the central attendance staff. The Security Officer will then immediately begin collecting the AORD from each classroom. When all AORD's are gathered, the Security Officer will bring them immediately to the central attendance staff. The central attendance staff will then enter the data into the computerized attendance system.

Student Detail Reports, Campus Summary Reports and District Summary Reports, with all required data, will be generated each six-week reporting period and reviewed by the superintendent or the superintendent's representative.

A+ ACADEMY will follow the enrollment and withdrawal procedures specified in the Student Attendance Accounting Handbook.

Requirements for special programs such as Special Education, Career and Technology Education, Bilingual/ESL, Prekindergarten, Gifted and Talented and Pregnancy Related Services will be followed as specified in the Student Attendance Accounting Handbook.



**VI. Business Plan (Reviewed by Agency)**

**C. Attach a school calendar and identify the hours of school operation including a description of teacher/student contact hours.**

See Appendix T for a school calendar for the 2000-2001 academic year. It includes 180 days of instruction. School hours will be 8:00 am to 4:00 pm. Teacher/student contact hours will be 7.5 (8 hrs -0.5 hrs for lunch).

**VI. Business Plan (Reviewed by Agency)**

**C. Provide a draft of a board policy providing for the admission of students eligible for a public education grant (PEG) under Texas Education Code, Subchapter G, and Chapter 29. Describe how the school will implement the policy.**

RFFAI hereby resolves that any charter schools under its auspices will accept for admission into its charter schools any student who is eligible for a public education grant (PEG) under Texas Education Code Section 29.201-29.205, unless enrollment for the grade in which the student is enrolling is already at capacity. PEG students will be required to participate in the enrollment lottery just as any other student.

**VI. Business Plan (Reviewed by Agency)**

**D. Transportation and Food Service (Reviewed by Agency)**

**1. Describe provision for transportation for students served by the charter school. Pursuant to federal law, the school must provide transportation to students eligible for special education services as required by their Individualized Education Plan (IEP).**

A+ ACADEMY does NOT plan on providing daily transportation for regular education students. Parents will be responsible for insuring the students get to school on a regular and timely basis. We will follow all Federal, state and local laws and regulations regarding the transportation of students eligible for **special education** services as required by their Individualized Education Plan (IEP).

**VI. Business Plan (Reviewed by Agency)**

**D. Transportation and Food Service (Reviewed by Agency)**

**2. Describe provisions for food service, if any, for students served by the charter school, include plans for free or reduced lunch and breakfast programs. (if 10% of your students qualify for free or reduced lunch you are required to provide a breakfast program for those students).**

A+ ACADEMY plans to participate in the Federal Free Lunch and Breakfast Programs (FLRP). Hot lunch will be available to all students. Students who do not qualify for free or reduced price meals will pay full-price, as determined by the Board of Trustees. Students who do qualify for free or reduced-price meals will pay the rate as specified in the FRLP guidelines. We will provide an approved breakfast program to qualified students if at least 10% of our students qualify for free or reduced meals (which we fully expect to).

**VII. Geographic Boundaries and Statements of Impact (Reviewed by Agency)**

**A. Geographic Boundaries**

*1. Describe the geographic area to be served by the school. Include a map showing boundaries clearly marked. Include a written description that clearly explains the area to be served. NOTE: this description must be specific and definite. For example, descriptions such as "southwest portion of the city" or "the greater metropolitan area" are insufficient. Acceptable definitions include those identifying the area in terms of city or county limits, street names, and boundaries of school districts or zip codes.*

The geographic area for A+ ACADEMY is defined by county lines. The following counties shall be considered to make up the geographic area for A+ ACADEMY:

Dallas County  
Ellis County

A clearly marked map is included as Appendix U.

**VII. Geographic Boundaries and Statements of Impact (Reviewed by Agency)**

**A. Geographic Boundaries**

**2. Provide a list of all districts within the geographical area that may be affected by the charter school, including those districts from which the charter school will accept transfers.**

Dallas County ISD's	Ellis County ISD's
Carrollton-Farmers Branch	Avalon
Cedar Hill	Ennis
Dallas	Ferris
DeSoto	Italy
Duncanville	Midlothian
Garland	Milford
Grand Prairie	Palmer
Highland Park	Red Oak
Irving	Waxahachie
Lancaster	Maypearl
Mesquite	
Richardson	
Sunnyvale	
Wilmer-Hutchins	
Coppell	

**VII. Geographic Boundaries and Statements of Impact (Reviewed by Agency)**

**B. Statements of Impact**

**1. The sponsoring entity must send a copy of the form in Appendix IV, Statement of Impact, to the superintendents of all school districts that are likely to be affected by the establishment of the charter school.**

Statements of Impact and a copy of this charter application were mailed to the Superintendents of all of the districts listed under Question VII-A-2 on the morning of Friday, April 7, 2000. Copies of return receipts are available in the offices of Rylie Faith Family Academy.

**VII. Geographic Boundaries and Statements of Impact (Reviewed by Agency)**

**B. Statements of Impact**

*2. The Statement of Impact form should be sent to all affected districts no later than the date the application is submitted to TEA.*

See the answer to Question VII-B-1 above.

**VII. Geographic Boundaries and Statements of Impact (Reviewed by Agency)**

**B. Statements of Impact**

*3. The charter school application must include a list of the districts to which a Statement of Impact form was sent. Retain a copy of the return receipt from the post office and the date the form was sent and submit to the Division of Charter Schools upon completion.*

See the answer to Question VII-B-1 above.

**VII. Geographic Boundaries and Statements of Impact (Reviewed by Agency)**

**B. Statements of Impact**

*4. The superintendent may complete the Statement of Impact form and submit it to the Texas Education Agency by the date of submission of the application to the State Board of Education. Upon receipt of each charter school application, Agency staff will determine whether all districts likely to be affected by the establishment of the proposed charter school received a Statement of Impact.*

See the answer to Question VII-B-1 above.

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This concludes the questions to be reviewed by TEA.

Questions to be Graded by the Review Committee:

**VIII. Governance Structures and Processes (Scored by Review Committee)**

**A. What steps will be taken to maintain continuity between the founding coalition's vision and future Board of Trustees?**

It is the Board of Trustees intention that A+ ACADEMY powerfully and successfully educate children for many generations to come. We would like to see our children's children's children attend A+ ACADEMY toward the end of the 21<sup>st</sup> century.

When we began to think like this, we realized that the long-term success of our charter school cannot be predicated on a single charismatic visionary leader. Nor can it be built on a "good idea" or "a dream and a prayer".

We will maintain long-term continuity by embedding effective underlying processes and fundamental dynamics into the heart of our charter school. We will identify our **core ideology** – the self-identity that will remain consistent through time and will transcend technological breakthroughs, management fads and individual leaders. We will also, in concert with staff members and parents, decide on A+ ACADEMY's **core values** – our school's essential and enduring tenets – a small set of timeless guiding principles that require no external justification. Also, we will identify A+ ACADEMY's **core purpose** – the school's fundamental reason for being. The core purpose will capture the soul of the school.

We will use these core principles to guide and inspire the way we set up the school, the manner in which we partner with parents and the dedication with which we work with the students. As new staff and Board members join our team, they will be trained in our ideology, values and purpose. We will conduct leadership training for all interested employees. During these training sessions, staff members will be steeped in the vision, beliefs, and operations of A+ ACADEMY. Our core values and principles will permeate everything that the charter school does.

**VIII. Governance Structures and Processes (Scored by Review Committee)**

**B. Describe the roles and responsibilities of the board(s). If the governance structure includes more than one board, e.g., a school board that is separate from the board of the sponsoring entity, articulate the responsibilities assigned to each of the boards. Bear in mind that the board of the sponsoring entity is ultimately responsible for the school's compliance with the charter.**

This charter school will be governed by the Board of Trustees of Rylie Faith Family Academy, Inc., a 501c(3) non-profit organization, or a successor "spin-off" board. The current Board of Trustees is aware that upon granting of the charter that they will be responsible for setting school policy, ensuring that the mission of the school is upheld and governing the school in accordance with its bylaws, charter, and state and federal

statutes. Integral to this function is the board's ongoing assessment of the school's programs, its processes and systems (utilizing input from the School Advisory Council). We hope to "spin-off" A+ ACADEMY so that it may have its own Board of Trustees under its own 501c3 corporation after charter approval.

One of the first actions that the Board of Trustees will take upon the granting of the charter is to appoint various community, parental, administrative, faculty, and student leaders to serve on the newly-created School Advisory Council. The Council will consist of 7 - 11 members, whose charge will be to assess all aspects of school operations and bring recommendations for improvement to the Board of Trustees.

***VIII. Governance Structures and Processes (Scored by Review Committee)***

***A. Describe the procedures for receiving and responding to complaints from both parents and employees.***

Procedures for receiving and responding to complaints will be provided in both the Student and Staff Handbook.

*Parents:* If a parent has a complaint about an incident in the classroom, he or she should first attempt to resolve the situation by speaking with the teacher. If an amicable resolution can not be reached, the parent should set an appointment to speak with the principal. If satisfaction is still not achieved, the parent may set a meeting with the superintendent. The next level for complaint resolution is to present the situation to the Board of Trustees at the next regularly scheduled meeting and ask for action. If the parent is still not satisfied, he or she may contact the Charter Schools Division of the Texas Education Agency and/or the State Board of Education. Of course, a parent may always utilize the judicial system to resolve complaints and is welcome to contact the Board of Trustees, TEA or the SBOE at any time regarding any school-related issue. The Board of Trustees is currently investigating arbitration alternatives that may be available to us to streamline complaint resolution.

*Employee:* If an employee has a complaint about anything occurring at the school or regarding his or her employment, he or she should first attempt to resolve the situation by speaking with the principal. If satisfaction is not achieved, the employee may set a meeting with the superintendent. The next level for complaint resolution is to present the situation to the Board of Trustees at the next regularly scheduled meeting and ask for action. If the employee is still not satisfied, he or she may contact the Charter Schools Division of the Texas Education Agency and/or the State Board of Education. Of course, an employee may always utilize the judicial system to resolve complaints and is welcome to contact the Board of Trustees, TEA or the SBOE at any time regarding any school-related issue. The Board of Trustees is currently investigating arbitration alternatives that may be available to us to streamline complaint resolution.

**VIII. Governance Structures and Processes (Scored by Review Committee)**

**D. What steps will be taken to facilitate a productive relationship between administrators and teachers?**

The Board wants to create a family atmosphere at the school. We want everyone to feel they are a worthwhile and valued member of the team. The main component will be to include respect and open communication as two of our core values. If both of these qualities are present on both the administrative and faculty sides, then there really aren't any issues that can't be amicably solved.

The administration must facilitate good communication in any way possible, including newsletters and regularly scheduled staff meetings. Teachers will be empowered to make many of their own decisions. Staff will feel a sense of ownership of the school and will therefore want to go above and beyond a normal call of duty.

**VIII. Governance Structures and Processes (Scored by Review Committee)**

**E. Discuss the nature of parental and student involvement in decision-making matters**

A Parent-Teacher Organization will be formed in Year 1. They will hold regularly scheduled meetings and will discuss the progress of the school. A parent will also be on the School Advisory Council. Parents will always be welcome to speak before the Board of Trustees. We will implement a Student Council. The president of the Student Council will also serve on the School Advisory Council. Students will always be welcome to speak before the Board of Trustees.

A parenting class will be held monthly to teach good parenting skills. We encourage parents to volunteer at the school. Parents will meet their child's teacher at least every 6 weeks, when they go to the classroom to pick up the child's report card. Parents are always welcome at A+ ACADEMY.

**IX. Vision of the School (1 - 2 Pages) (Scored by Review Committee)**

**A. Describe the long-range vision of the school**

A+ ACADEMY is a school that believes in placing children where they are academically, not necessarily by grade level. Each child is tested when he or she enters the school and are placed accordingly. We do not believe that just because a child is eight years old, he or she should wear a size 8 pants, a size 8 shirt and a size 4 shoe. Children come in all shapes and sizes. Their academic abilities are also at all different levels. Just because a child has been in 3<sup>rd</sup> grade does not mean that the child can do 3<sup>rd</sup> grade work.

**Statistics from Rylie Academy  
Statistics projected the same for  
A+ Academy**

<b>10%</b> <b>2<sup>nd</sup> - 11<sup>th</sup></b> <b>grade</b> <b>Cannot read</b> <b>enough to</b> <b>test</b>	<b>70%</b> <b>Below grade</b> <b>level</b>	<b>15%</b> <b>On grade</b> <b>level</b>	<b>5%</b> <b>Gifted</b>
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Our model school, Rylie Academy (a 3<sup>rd</sup> generation charter school), has approximately, 75 – 100 students that are from the Wilmer – Hutchins area. Since Wilmer – Hutchins I.S.D. is a low-performing district, we expect at least 75% at-risk, and A+ ACADEMY will probably be even higher.

The Stanford 9 Achievement Test is given two weeks before the first day of school. We self-score these, so that we can place each student where they belong. A student that tests below level will be placed in a "Step-Up" class. The "Step-Up" class will go back as far as we need to go to find the place that this group of students can excel. We start building from that point.

The philosophy behind this is very simple. When a brick wall is built and a bottom brick is left out, you may be able to continue building upward for a while, but eventually that wall will crater because part of the foundation is missing. When a student fails 8<sup>th</sup> grade, it is usually because he or she did not understand the basics, maybe in 2<sup>nd</sup> or 3<sup>rd</sup> grade. When this is the case, a student may take 8<sup>th</sup> grade over and over and still never pass. He or she needs to understand the basics in order to pass the higher grades. We go back and fill in the basics before we start to build upward. This is necessary for the student to have a firm foundation to build an education on. Once we go back to the place that the student started to struggle and we start teaching concepts that were missed, the student starts to excel again. We can bring a student that is very far behind up about 2 – 3 grade levels in one year. When they are caught up, they have an excellent basis to learn anything they choose.

This method has been used at Rylie Faith Family Academy for the last two years. Rylie has been very successful in doing remedial work and in bringing students up to grade level. Our goal is to bring the majority of our students to grade level and beyond.

**IX. Vision of the School (1 - 2 Pages) (Scored by Review Committee)**

**B. In succinct terms, describe the educational philosophy or pedagogy of the proposed school that supports how you will reach your vision.**

At our model school, Rylie Academy, about 76% of our students are at-risk of dropping out of school. Since about 1/5 of our current students are from the area that A+ ACADEMY will be in, we expect to have 75% or more at-risk.

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- A. Training teachers to work with "at-risk" students is very critical. At-risk youth have learned to neglect responsibility due to negative experiences in their lives. The staff must not add more negative experiences to the repertoire. Most teachers have not learned how to inspire and motivate these students. Teacher's training will include role modeling, politeness, firmness, motivation, and moral values, among other things. Teachers will be taught how to diagnose student's academic level. Training will be given in ways to deal with erratic behaviors and ways to change a student's outlook on education. Discipline is critical to the educational process.
- B. Parents of at-risk students normally are not a part of their children's education. We require parents to be involved. Report cards must be picked up by parents at the Parent-Teacher Conference, held each 6-week period. Parenting classes are given once a month. Parents must sign in under their child's name. Parenting skills are taught. Parents are encouraged to be a part of the school. They can aid the teacher, cut shrubs, mow grass, paint, or whatever the parent has the ability to do. If a student gets in trouble, a parent must accompany that student to school for a conference. Parents MUST be a part of a child's education for a child to be successful.

We have set up a model of change for the student with six components:

1. Assessment – Every child will be assessed before entering the school (NOT before admission). We place that student into a class that is at his or her academic level.
2. Communication – We conference with student and parent to present a plan of action to remediate or excel a student, depending on his or her assessment.
3. Changing Expectations – Parents of students of at-risk students many times expect failure. We set up a plan of action for each student to achieve. If this student has repeatedly failed, the student gets in a "failure" mode. That mode must be changed. Our goal is to find a way for that student to achieve. We try to find something that that child can learn and be successful. We offer colorguard, rifle corp, band, orchestra, keyboard, carpentry, sewing, dance, cheerleading and many sports. We do NOT have tryouts. Tryouts destroy self-esteem. Anyone who will come to practice, participate and pass his or her courses, may perform or play. We train, so that every child may succeed. When a student feels good about achieving in extra-curricular activities, that self-esteem spills over into his or her academics.
4. Role Model Identification – We require all staff to be role models for our students; in dress, conversation and actions.
5. Correction of Deficiencies – Our "Step-Up" classes are for remedial education. However, the bottom 10% must have even more training. We offer tutoring for this group because they have not learned to read or are reading at a very low level. At our model school, we bring these students from 2 – 3 years academic growth in one school year. It may take several years to catch them up. But we

eventually will. We also are offering tutoring until 5 pm every day for these students.

6. Modification of Reinforcements – For positive things that students do, they receive “merits”. The merits are cashed in for prizes every two weeks. Teachers are taught to praise and positively reward those who try.

**X. Goals for the School (1 - 3 pages) (Scored by Review Committee)**

**A. Student Goals: Improvement and Attainment**

**1. Goals and Objectives**

**ACADEMIC GOAL FOR STUDENT LEARNING: A+ ACADEMY students will improve academic achievement in reading and math.**

	2000-2001 (Year One)	2001-2002 (Year Two)	2002-2003 (Year Three)	2003-2004 (Year Four)	2004-2005 (Year Five)	How Progress Will Be Measured
<b>Objective A:</b> Students will achieve at least one yr gain in academic performance in a school year	70% of students	75% of students	80% of students	85% of students	90% of students	PreTest & PostTest from Stanford 9 Test
<b>Objective B:</b> Students will pass TAAS with TLI of 70%	50% of students	60% of students	70% of students	80% of students	90% of students	Spring TAAS test
<b>Objective C:</b> Bring students up to grade level by end of year	50% of students	60% of students	70% of students	80% of students	90% of students	Stanford 9

Timeline for reporting progress: Year-end report to SBOE

**X. A. 1. b**

**NON-ACADEMIC GOAL FOR STUDENT PERFORMANCE: A+ ACADEMY students will maintain good attendance.**

	2000-2001 (Year One)	2001-2002 (Year Two)	2002-2003 (Year Three)	2003-2004 (Year Four)	2004-2005 (Year Five)	How Progress Will Be Measured
<b>Objective A:</b> Students will maintain a higher attendance rate than they did at other schools	70% of students	75% of students	80% of students	85% of students	90% of students	Parent and student surveys
<b>Objective B:</b> Each class will maintain good attendance	50% of students	60% of students	70% of students	80% of students	90% of students	Class-wide attendance averages
<b>Objective C:</b> Students come to school regularly	50% of students	60% of students	70% of students	80% of students	90% of students	Individual attendance rates

Timeline for reporting progress: Year-end report to SBOE and 6-week ADA reports

**X. A. 1. b**

**NON-ACADEMIC GOAL FOR STUDENT PERFORMANCE: A+ ACADEMY students will participate in community service activities.**

	2000-2001 (Year One)	2001-2002 (Year Two)	2002-2003 (Year Three)	2003-2004 (Year Four)	2004-2005 (Year Five)	How Progress Will Be Measured
<b>Objective A:</b> Students will participate in at least one project per year	70% of students	75% of students	80% of students	85% of students	90% of students	Sign In Sheets
<b>Objective B:</b> Each class will participate in at least one project per year	70% of classes	70% of classes	70% of classes	70% of classes	70% of classes	Teacher reports
<b>Objective C:</b> Students will be satisfied with their participation in projects	50% of students	60% of students	70% of students	80% of students	90% of students	Student surveys

Timeline for reporting progress: Year-end report to SBOE

**X. B. 1**

**GOALS OF THE SCHOOL AS AN ENTITY: A+ ACADEMY will develop worthwhile partnerships, effective marketing, and grant writing.**

	2000-2001 (Year One)	2001-2002 (Year Two)	2002-2003 (Year Three)	2003-2004 (Year Four)	2004-2005 (Year Five)	How Progress Will Be Measured
<b>Objective A:</b> The school will partner with local businesses	3 businesses	6 businesses	10 businesses	15 businesses	25 businesses	Annual survey
<b>Objective B:</b> Enrollment will remain high	90% of openings will stay full	92% of openings will stay full	94% of openings will stay full	96% of openings will stay full	98% of openings will stay full	Daily enrollment reports
<b>Objective C:</b> Write and submit successful grants	1 grant of at least \$500	3 grants of at least \$1500	7 grants of at least \$5000	12 grants of at least \$10,000	15 grants of at least \$15,000	Quarterly reports to Superinten.

Timeline for reporting progress: Year-end report to SBOE

**X. Goals for the School (1 - 3 pages) (Scored by Review Committee)**

**C. Community Outreach and Marketing Plan (Scored by Review Committee)**

1. Demonstrate how you will publicize the school to attract a sufficient pool of eligible applicants.
2. What type of outreach will be made to potential students and their families? (recruiting specific students or groups of students is prohibited)

Over the long-term, word-of-mouth will be our best advertisement. As we first begin our school, though, a major marketing effort will be required to let the community know that we are here. Many families have still not heard about the notion of charter schools. Many people still do not believe that a school such as ours is available for their children at NO charge.

**METHODS:**

Each member of the staff will spend at least two hours two evenings handing out brochures and applications. These will be handed out in apartment complexes and housing projects throughout the neighborhood and at local grocery stores. Staff members will also go for at least three hours each over the weekend in pairs to these locations to actively solicit new students. We will also have interested parents (eight

members of the core team) handing out information. This will result in over 100 hours of information dissemination per week.

We will also have a once per week introduction to the school at A+ ACADEMY. This will probably be on a Tuesday evening. At these meetings, a teacher and an administrator will give potential enrolling families a tour of the school, will show the types of work that the students are doing, will answer questions and will complete the enrollment application. Parents are required to attend one of these orientation meetings before a student is allowed to attend class.

The third approach for gaining enrollment will be to have a "road show". This will involve staff members going to locations, such as churches and neighborhood association meetings, to introduce the school to the community. Staff members will bring photographs of the school and students and examples of student work; will discuss our methods and philosophies; and will answer questions.

All of these activities will continue until our enrollment objective is reached. After the goal is complete, we will continue the road show and the weekly orientations and will discontinue having staff members canvass on weeknights.

If our enrollment goal has not been reached by August 1<sup>st</sup>, we will purchase some paid advertising. Media that we might include are radio, television, and community weekly newspapers (in our area there are weekly newspapers of general distribution, targeted to African Americans, Spanish language, Chinese language, etc.). We will probably place ads in all of these outlets.

***XI. General Description of School (2 pages) (Scored by Review Committee)***

***Statement of Need:***

***A. Why is there a need of this type of school? What evidence exists that there is a sufficient demand for the educational program you are proposing?***

The need for a strong educational program for the students of the Metroplex is very apparent. Student achievement levels on standardized state assessments in reading, writing and mathematics are very low. In addition, career awareness and exploration on a community-wide basis are not being addressed in a meaningful way.

According to local parents, the problems in local districts are deeply rooted; the gaps are wide. A major culture shift, including systemic change, innovative strategies and increased accountability, which A+ ACADEMY can bring to this area, are urgently needed.

Closing the academic gap that exists between various student populations will create a stronger economy and society by freeing up resources now used to support unskilled citizens. The resources could be better used to strengthen the infrastructure and economy of Texas

While times have changed, the need to feel connected is still as strong as ever. In fact, for today's children it is probably even more important. Whether it's an inner-city child or a child from an affluent suburb, the sense of community has all but disappeared from our children's lives. Families regularly move from house to house and from town to town. Grandparents usually live in other cities or other states. Both parents work out of necessity, and when they are at home, they are very, very busy. The "latch-key" child has become the norm for this generation. Many children have the sense that they do not belong to anything, which is why gangs - which give a sense of belonging - have always had a certain appeal for some children.

***XI. General Description of School (2 pages) (Scored by Review Committee)***

***Statement of Need:***

***B. Explain why the charter school model is the appropriate vehicle to address this need.***

Most parents in these areas are unable to afford private schools. They are stuck with whichever traditional public school happens to be in their neighborhood. There are no other choices for families who don't have a lot of money. None of the traditional ISD's in the area seem interested in opening their own charter schools or innovative schooling options.

**XII. Educational Plan (Scored by Review Committee)**

**A. Describe the educational program of the school to be offered.**

**1. The program must include the required minimum curriculum as provided by Section 28.002, Texas Education Code.**

**2. The description must address the incorporation of the Texas Essential Knowledge and Skills (TEKS) into the curriculum and must address goals, objectives, and content in all subject areas and grade levels.**

*A+ ACADEMY's curriculum will operationalize four main interlocking, interdependent components-*

- 1) Core Knowledge.
- 2) Brain Gym,
- 3) Social Skills and
- 4) Character Education

and integrate the *Texas Essential Knowledge and Skills* as required. By purposefully following this strategy, we will be on course to meet the charter school's mission. This holistic approach to preparing students for academic, social and career success as depicted by the Integrated Instructional & Learning Model will guide our operations.

A+ ACADEMY will offer a foundation curriculum that includes:

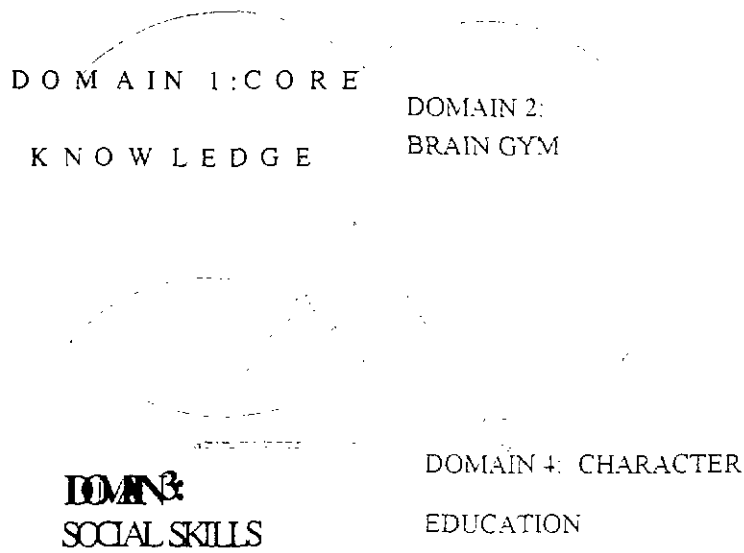
- a. English language arts;
- b. Mathematics;
- c. Science; and
- d. Social studies, consisting of Texas, United States, and world history, government, and geography; and

We will also offer an enrichment curriculum that includes:

- a. to the extent possible, languages other than English;
- b. health;
- c. physical education;
- d. fine arts;
- e. economics, with emphasis on the free enterprise system and its benefits;
- f. career and technology education; and
- g. technology applications

All courses and grade levels will, at a minimum, cover all areas and information specified in the Texas Essential Knowledge and Skills.

# INTEGRATED INSTRUCTIONAL & LEARNING MODEL



## DOMAIN 1: CORE KNOWLEDGE

The Core Knowledge Sequence, a rigorous and challenging academic curriculum, will be used for all grades pre-k through 8 at A+ ACADEMY. This curriculum, developed by Dr. E.D. Hirsch and the Core Knowledge Foundation, provides content guidelines for grades pre-k-8. Many charter schools in Texas, Colorado and other states are currently using core Knowledge.

A+ ACADEMY has chosen the Core Knowledge Sequence to develop knowledge, reading, writing and critical thinking skills that we believe children need for academic and personal success. Dr. E.D. Hirsch's research demonstrates that subject matter is most effectively communicated when it is sequential, incremental, and allows for practice and repetition. The progression of curriculum in the areas of language arts, history, geography, science, mathematics, and fine arts is distinguished by its clear focus on teaching the essential knowledge and skills of each subject within such a format.

Core Knowledge offers detailed content guidelines to ensure that all children master a core of information necessary to their competence as learners, and provides for all children entering each grade an equal foundation for learning. Adoption of the Core Knowledge Sequence helps schools achieve a common vision for academic success. The Core Knowledge Sequence will be supplemented with educational materials which share these characteristics and which demonstrate a track record of success.



## What is Core Knowledge?

### Core Knowledge is:

*An Idea* . . . that for the sake of academic excellence, greater fairness, and higher literacy, elementary and middle schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade.

*A Guide to Specific, Shared Content* . . . as outlined in the Core Knowledge Sequence (a grade-by-grade guide to important knowledge) and supported in Core Knowledge resources, including the What Your Kindergartner - Eighth Grader Needs To Know book series.

*A School Reform Movement* . . . taking shape in hundreds of schools where educators have committed themselves to teaching important skills and the Core Knowledge content. They share within grade levels, across districts, and with other Core Knowledge schools across the country.

### Core Knowledge Is:

#### **Solid**

Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of a Preschool-Grade 8 curriculum.

Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.

#### **Sequenced**

Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a school system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason, the Core Knowledge Sequence provides a clear outline of content to be learned grade by grade.

This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps that characterize much current schooling (repeated units, for example, on pioneer days or the rain forest, but little or no attention to the Bill of Rights, or to adding fractions with unlike denominators).

## Specific

A typical state or district curriculum says, "Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States." But which people and events? What ideas and movements? In contrast, the Core Knowledge Sequence is distinguished by its specificity.

By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the Core Knowledge Sequence presents a practical answer to the question, "What do our children need to know?"

## Shared

Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the Core Knowledge curriculum is to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

### A Sample of the Core Knowledge Sequence

Below are shown various topics and concepts that are covered in grades k – 8 in various disciplines:

#### KINDERGARTEN:

##### *VISUAL ARTS*

- Painting: line and color in such works as Matisse's *The Purple Robe*, Picasso's *Le Gourmet*, Mary Cassatt's *The Bath*, Henry O. Tanner's *The Banjo Lesson*, and Diego Rivera's *Mother's Helper*
- Sculpture: Statue of Liberty, mobiles of Alexander Calder, Northwest American Indian totem pole

#### FIRST GRADE:

##### *WORLD HISTORY*

Early Civilizations: Ancient Egypt

- Importance of the Nile River
- Pharaohs, pyramids, and mummies
- Animal gods
- Hieroglyphics

#### SECOND GRADE:

##### *AMERICAN HISTORY*

Civil Rights

- Susan B. Anthony and the right to vote
- Eleanor Roosevelt and civil rights and human rights
- Mary McLeod Bethune and educational opportunity
- Jackie Robinson and the integration of major league baseball

- Rosa Parks and the bus boycott in Montgomery, Alabama
- Martin Luther King, Jr. and the dream of equal rights for all
- Cesar Chavez and the rights of migrant workers

### THIRD GRADE:

#### MATH

##### Fractions

- Recognize fractions to one-tenth
- Identify numerator and denominator
- Write mixed numbers
- Recognize equivalent fractions (for example,  $1/2 = 3/6$ )
- Compare fractions with like denominators using the signs  $<$ ,  $>$ , and  $=$

##### Geometry

- Identify lines as horizontal, vertical, perpendicular, parallel
- Identify polygons: pentagon, hexagon, and octagon
- Identify angles: right angle; four right angles in a square or rectangle
- Compute area in square inches and square centimeters

### FOURTH GRADE:

#### SCIENCE

##### Electricity

- Electricity as the flow of electrons
- Static electricity
- Electric current
- Electric circuits: closed, open, and short circuits
- Simple circuit (battery, wire, bulb, filament, switch)
- Conductors and insulators
- How electromagnets work
- Using electricity safely

### FIFTH GRADE:

#### AMERICAN HISTORY AND GEOGRAPHY

##### Westward Exploration and Expansion

- Daniel Boone: Cumberland Gap and Wilderness Trail
- The Louisiana Purchase: Lewis and Clark, Sacagawea
- Land routes: Santa Fe Trail and Oregon Trail
- American Indian resistance: Tecumseh attempts to unite tribes to defend their land
- "Manifest Destiny" and conflict with Mexico

### SIXTH GRADE:

#### LANGUAGE ARTS

##### Fiction and Drama

- Dr. Jekyll and Mr. Hyde

- The Iliad and The Odyssey
- Julius Caesar
- The Secret Garden

#### Writing and Research

- Write a research essay, with attention to
  - \* asking open-ended questions
  - \* gathering relevant data through library and field research
  - \* summarizing, paraphrasing, and quoting accurately when taking notes
  - \* defining a thesis
  - \* organizing with an outline
  - \* integrating quotations from sources
  - \* acknowledging sources and avoiding plagiarism
  - \* preparing a bibliography

#### Who Decided What's in the Sequence?

The Core Knowledge Sequence is the result of research into the content and structure of the highest performing elementary school systems around the world, as well as extensive consensus-building among diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts from the Core Knowledge Foundation's advisory board on multicultural traditions. Provisional versions of the Sequence were reviewed and revised by panels of teachers, and in 1990 a national conference was convened at which twenty-four working groups hammered out a draft sequence. This draft was fine-tuned during a year of implementation at Three Oaks Elementary in Ft. Myers, Florida. As more elementary schools adopt Core Knowledge, the Foundation seeks their suggestions based on experience in order to update the Sequence.

#### Knowledge Builds on Knowledge

*We learn new knowledge by building on what we already know. Students in Core Knowledge schools know a lot, because they are offered a coherent sequence of specific knowledge that builds year by year. For example, in sixth grade they should be ready to grasp the law of the conservation of energy because they have been building the knowledge that prepares them for it, as shown in this selection from the physical science strand of the Core Knowledge Sequence:*

##### Kindergarten:

Magnetism, the idea of forces we cannot see. Classify materials according to whether they are attracted to a magnet.

##### First Grade:

Basic concept of atoms. Names and common examples of the three states of matter. Examine water as an example of changing states of matter in a single substance. Properties of matter: measurement.

### Second Grade:

Lodestones: naturally occurring magnets. Magnetic poles: north-seeking and south-seeking poles. Magnetic fields (strongest at the poles). Law of attraction: unlike poles attract, like poles repel.

### Fourth Grade:

Atoms: all matter is made up of particles too small to see. Atoms are made up of even smaller particles: protons, neutrons, electrons. Concept of electrical charge: proton has positive charge; electron has negative charge; neutron has no charge. "Unlike charges attract, like charges repel" (relate to magnetic attraction). Properties of matter: mass, volume and density. The elements: basic kinds of matter.

### Fifth Grade:

Atoms are constantly in motion; electrons move around the nucleus in paths called shells (or energy levels). Atoms form molecules and compounds. The Periodic Table: organizes elements with common properties.

### Sixth Grade:

Kinetic and potential energy: types of each. Energy is conserved in a system. Heat and temperature. Three ways energy is transferred: conduction, convection, and radiation. Energy transfer: matter changes phase by adding or removing energy. Expansion and contraction.

### Benefits of Core Knowledge

#### *For Students*

- Provides a broad base of knowledge and a rich vocabulary
- Motivates students to learn and creates a strong desire to learn more
- Provides the knowledge necessary for higher levels of learning and helps build confidence
- Provides a "learning spiral" to facilitate the teaching of special education students to reflect their special needs

#### *For the School*

- Provides an academic focus and encourages consistency in instruction
- Provides a plan for coherent, sequenced learning from grade to grade
- Promotes a community of learners -- adults and children
- Becomes an effective tool for lesson planning and communication among teachers and with parents
- Guides thoughtful purchases of school resources
- Provides a common focus to share knowledge and expertise
- Decreases learning gaps caused by mobility
- Encourages cooperation among schools to provide quality learning experiences for all students

- Provides a strong foundation of knowledge for success in high school and beyond

#### *For Parents and the Community*

- Provides a clear outline of what children are expected to learn in school
- Encourages parents to participate in their children's education both at home and in school
- Provides opportunities for community members to help obtain and provide instructional resources

#### Subject Area Specifics

A synopsis of subject area specifics which speak to both curriculum and method of delivery is provided in the paragraphs that follow. As mentioned earlier, the Core Knowledge curriculum will be used as the academic foundation of A+ ACADEMY.

Language Arts - Language arts is, in the opinion of A+ ACADEMY, best taught as an integration of reading and written language, rather than each area taught as an isolated unit. In addition, the skills of reading and writing are most meaningful to students in the context of actual, purposeful pursuit of knowledge.

Reading - The Core Knowledge Sequence provides a guideline for suggested literature. yet does not address how reading should be taught. The Academy will select, in addition to the Core Knowledge Sequence, a supplemental language arts curriculum, such as Open-Court, that presents a balanced combination of phonics as well as an abundance of excellent literature.

Written Language - Core Knowledge presents a balanced approach to writing, stressing both the necessities of deliberate practice and the joy of writing creatively. Supplemental curriculum, such as Open-Court or Read/Write Connection, will be selected to present the specifics of style, mechanics, grammar, spelling, punctuation, and additional phonics skills for written language. .

History, World Civilizations, and Geography - The Core Knowledge curriculum provides very rich content in history, geography, and world civilizations. It covers the globe, key events, and places in World and American History from many perspectives.

Math - The Core Knowledge philosophy states that mastery of mathematical operations and concepts for each grade level is necessary for success in the following grades. In quoting the Core Knowledge Foundation: "The key of course is practice - not mindless, repetitive practice, but thoughtful and varied practice." In addition to the Core Knowledge curriculum, the Academy will consider other supplemental curriculum, such as Saxon or Open Court Real Math. Mathematics curriculum will be chosen based on its developmental appropriateness, use of manipulatives, references to real-world mathematics, and integration of a creative and challenging problem-solving format.

Science - The Core Knowledge Sequence science program is notably strong. Science will receive a heavy emphasis in the elementary and secondary programs. Effective science instruction requires direct, hands-on experience and observation. Children's natural curiosity about the world around them will be encouraged and satisfied while gradually being disciplined through the study of formal scientific methods and modes of analysis. Students will learn such skills as effective procedures of recording observations for formulating and testing hypothesis through "hands-on" investigations and experiments. Students will develop an understanding of important concepts and basic science facts in the physical, life, and earth sciences.

Foreign Language - Taking advantage of a child's natural ability to acquire foreign language, Spanish will be taught beginning in Kindergarten. In the article "Your Child's Brain" - which appeared in Newsweek Magazine's February 19, 1996 edition, Sharon Begley states that if you want your child to master a second language, introduce it by the age of 10. The Academy is committed to capitalizing on this window of opportunity and initiating foreign language acquisition at an early age. Emphasis will be on activities which are similar to a child learning his first language. This curriculum will include vocabulary, grammar, reading, writing, spelling, conversation, and culture.

Music - Music has long enriched the traditions and heritage of all peoples; a broad understanding of the history of music and its contributions is essential. Every child will be extended the opportunity to develop musical appreciation through the study of a variety of composers from classical to contemporary. A basic understanding of tone, pitch, rhythm, melody, and harmony will be taught to expand a student's ability to express himself and encourage his interest in developing a voice for singing or an ear for musical composition, perhaps to playing in instrumental ensembles. Students will be exposed to elements of music appreciation theory and vocal practice in their studies across the curriculum.

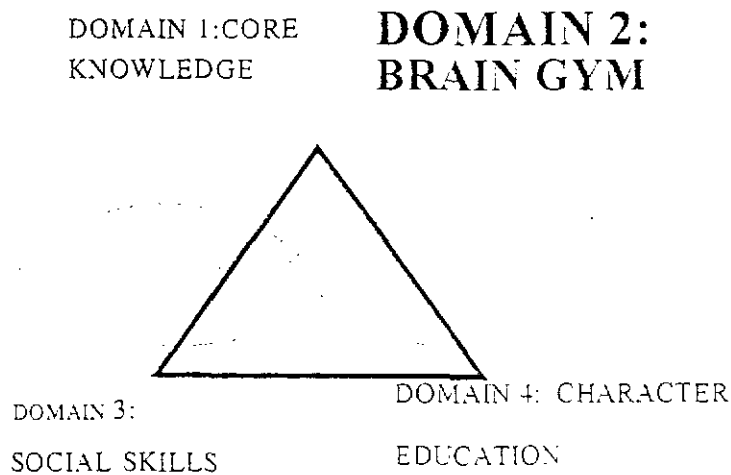
Art - Lessons on visual arts will illustrate important elements of making and appreciating art and will emphasize important artists, works of art and artistic concept. Topics in the visual arts will be linked to topics in other disciplines. In addition to utilizing the Core Knowledge sequence for art instruction, the Monart method of teaching structured drawing to children will be considered as a supplemental curriculum.

Physical Education - The Academy will provide a comprehensive physical education program. The program will focus on activity-based participation and group activities with the intent of developing physical skills (hand-eye coordination, motor skills, etc.) and life skills (team work, leadership, sportsmanship, etc.). Additionally, the physical education program may include outdoor education and health education.

Technology - Technology instruction will be an important part of the over-all curriculum. A goal of the Academy is to develop a computer lab in which educational software will be used to reinforce classroom learning. Additionally, in the upper grades, fundamentals of information technology will be taught.

The Academy staff will annually update its curriculum. Instructional staff is integral to the review and development of curriculum and will work with the Superintendent to improve the curriculum and take appropriate training to successfully implement the educational program of the school.

## INTEGRATED INSTRUCTIONAL & LEARNING MODEL



### DOMAIN 2: BRAIN GYM

A+ ACADEMY will utilize a program called Brain Gym to help our students achieve their highest academic potential. Brain Gym® is a program of physical activities that enhance learning ability. It is way to integrate the mind and the body. Brain Gym® develops the brain's neural pathways the way nature does - through movement.

The activities are easy and enjoyable, and they bring about rapid and often dramatic improvements in concentration, memory, reading, writing, organizing, listening, physical coordination, and more.

Brain Gym grew out of research started in 1969 by Paul Dennison, Ph.D., who was looking for ways to help children and adults who had been identified as "learning disabled." His research led him to the study of kinesiology, the science of body movement and its relationship to brain function.



At the time, it was already well established that coordinated physical movement is necessary to brain development. Babies and young children naturally perform what experts in early childhood education call developmental movements. These movements develop the neural connections in the brain, which are essential to learning.

Dr. Dennison discovered ways to adapt and sequence these movements so they could be effective for older children and adults. The result is a system of targeted activities that enhance performance in all areas – intellectual, creative, athletic, and interpersonal.

Brain Gym has been taught worldwide in thousands of public and private schools. It has been shown to be effective in published studies, and it is being incorporated into a growing number of corporate, institutional, and athletic training programs.

Since 1990, Brain Gym has been selected annually by the National Learning Foundation, the private-sector branch of the White House Task Force on Learning, as one of today's leading technologies for education.

### 1. What is Brain Gym®?

Brain Gym® is the registered trademark for an educational, sensorimotor program developed by Paul E. Dennison, Ph.D., an expert in child motor-development. It is based upon more than 80 years of research by educational therapists, developmental optometrists, and other specialists in the fields of movement, education, and child development. Brain Gym consists of simple movements similar to the movements that children naturally do during their first three years of life as they complete important developmental steps for coordination of eyes, ears, hands, and the whole body.

The Brain Gym movements have been shown in clinical experience, in field studies, and in published research reports to prepare children with the physical skills they need in order to learn to read, write, and otherwise function effectively in the classroom. The ability to learn easily is especially important for children in the first years of school, when they are laying the foundation for their future schooling and adult life work.

### 2. How were the Brain Gym movements developed?

Many of the Brain Gym activities, like the Owl, the Elephant, and the Alphabet 8s, were developed from Dr. Dennison's knowledge of the relationship of movement to perception, and the impact of these on fine motor and academic skills. Others were learned during his training as a marathon runner, his study of vision training, his study of Jin Shin Jitsu (a form of acupressure), and his study of Applied Kinesiology (taught to the public as the Touch for Health synthesis).

### 3. What are the primary aims and outcomes of the Brain Gym program?

Brain Gym is a readiness program. It prepares students of all ages to practice and master the skills required for the mechanics of learning. The program includes a simple teaching format, a language for stress-free learning, and a series of movements for integrating learning into the physiology. Brain Gym offers the learner a self-directed system with which to pace individual learning needs, building self-esteem through the successful mastery of skills.

This program is distinctive because it addresses the physical (rather than mental) components of learning. It builds on what the learner already knows and does well; it meets the learner just as he or she is, without any judgment of capabilities. It teaches the student key elements of learning theory that he or she will be able to apply. Brain Gym requires little additional training for the classroom teacher, no testing, no technology, and it enhances (rather than replaces) current curriculum. The program is used as effectively in business, sports, and the arts, as in the classroom.

Specific strategies for improving reading writing, spelling, math, communication and organization skills are included. Patterns of stress and addiction are explained in terms of the brain and physiology. Tools for alleviating these stresses are included.

Brain Gym outcomes for student or worker include:

- increased self-esteem
- the ability to harness motivation
- skills to identify and avoid stress
- increased awareness of and respect for one's own intelligence, body and personal space
- unique tools for team building, and for developing cooperation and co-creativity

#### 4. How is Brain Gym used in the classroom?

Brain Gym is used in classrooms around the world. The movements are often done as a whole group activity before, during, or after school. A skilled teacher can also identify individual students as candidates to benefit from specific movements. Older students can easily learn to notice times when they could benefit from the various movements.

#### 5. Compared with other educational programs, how is the Brain Gym program distinctive?

The Brain Gym program is distinctive in that it prepares learners to learn. It enhances, rather than replaces other programs or curricula. Education of the classroom teacher in this century has been based on the premise that learning is a mental activity. The physical components of learning—the visual, auditory, fine motor and postural skills—have been almost entirely ignored by educators. A student who has difficulty in the early grades rarely does better later on unless the physical cause of the stress is somehow addressed. Moreover, since learning is measured by results rather than by process, *stressful compensations are often acquired and carried throughout a learner's life.*

Dr. Dennison came to the conclusion by 1975, after having tested and prescribed remedial programs for hundreds of "learning disabled" students at his learning centers, that most students experiencing difficulty in school were sufficiently intelligent for the tasks required of them. The deficits he found were in their physical/perceptual abilities, and had often plagued the child's development, uncorrected, since infancy. Spatial awareness, a concept of wholeness and closure, the ability to focus attention and perceive an organization or a structure, are requisite learning skills, easily taught yet often not available to the children who need them.

He discovered that these skills depend upon an innate understanding of our bodies and how they move in space. Children only repeat those movements that are comfortable or familiar. It is as if the person considered "learning disabled" lacks permission to move in an integrated and coordinated fashion. Dr. Dennison's Brain Gym® and Repatterning procedures were developed as he explored processes to encourage his students to discover new ways to move that were more functional and coordinated.

His educational therapy builds the student's self-esteem, trusting the learner to work through mental aspects as physical blocks are released. The teacher's role becomes that of *facilitator of the process of learning*. The teacher models how to learn and presents the curriculum. The teacher helps the student to notice what makes learning easier or what interferes with learning. The child has control of the process by which he or she internalizes information.

6. Can Brain Gym help with special needs, such as Attention Deficit Disorder, hyperactivity, brain damage, or similar challenges?

Children with special needs and severe learning challenges benefit positively from Brain Gym, as is attested to by thousands of families using the activities. Certified instructors specializing in this area of work may recommend a more intensive program and a simplified or assisted application of the movements.

7. Does the use of Brain Gym promote permanent, positive changes?

Brain Gym promotes the ability to learn and to retain learning at a deep, whole-brained level. New learning occurs when a person is relaxed and easily able to access their sensory system for seeing and listening, and to comfortably feel and express their feelings. Learning tends to be more permanent, accessible, and applicable when a person is not tense, stressed, or frightened. As self-confidence and self-esteem increase, motivation and behavior generally improve as well.

8. How does movement affect the brain? Do actual physical changes in the brain occur through the use of Brain Gym?

Yes. Briefly, Brain Gym works by facilitating optimal achievement of mental potential through specific movement experiences. All acts of speech, hearing, vision, and coordination are learned through a complex repertoire of movements. Brain Gym promotes efficient communication among the many nerve cells and functional centers located throughout the brain and sensory motor system. Blocks in learning occur when the body is tense and information cannot flow freely among these centers. The Brain Gym movements stimulate this flow of information within the brain and sensory system, freeing the innate ability to learn and function at top efficiency.

9. How is a Brain Gym consultant similar to a tutor, a physical therapist, a reading specialist, a speech therapist, a counselor . . . ?

Unlike a tutor, physical therapist, reading specialist, speech therapist or counselor, the Brain Gym consultant does not have a preconceived expectation about what needs to

be learned, or how that learning will occur. The consultant follows the learner's lead as to the unfoldment of these processes.

Like the above-named professionals, the Brain Gym consultant addresses the personal motivation to learn. The Brain Gym consultant, like other specialists, is concerned with the mental mechanics of learning, such as encoding, and decoding language (i.e., phonics) or writing the alphabet. Unlike other specialists, however, the Brain Gym consultant is primarily concerned with the physical skills of learning: the ability to use the eyes as a team, to hold the pen or otherwise coordinate eyes and hand, and to listen actively.

The Brain Gym consultant does not emphasize curriculum or behavior directly. He or she looks at the individual as a whole person who, at any given moment, has untapped potential related to underdeveloped movement patterns. The emphasis is on learning readiness—accessing innate gifts and helping the learner to be comfortable and able to draw out those gifts and to match them to the physical, mental and environmental requirements of a given skill or situation.

10. What are the Three Dimensions? (The Dennisons describe brain functioning in terms of three dimensions—laterality, focus, and centering):

Laterality is the ability to coordinate one side of the brain with the other, especially in the visual, auditory, and kinesthetic midfield, the area where the two sides overlap. This skill is fundamental to the ability to read, write, and communicate. It is also essential for fluid whole-body movement, and for the ability to move and think at the same time.

Focus is the ability to coordinate the back and front areas of the brain. It is related to comprehension, the ability to find meaning, and to the ability to experience details within their context. People without this basic skill are said to have attention disorders and difficulty in comprehending. At a deeper level, focus allows us to interpret a particular moment or experience in the greater context of our lives or to see ourselves as unique individuals within the larger framework of our society.

Centering is the ability to coordinate the top and bottom areas of the brain. This skill is related to organization, grounding, feeling and expressing one's emotions, a sense of personal space, and responding rationally rather than reacting from emotional overlay.

The Brain Gym movements interconnect the brain in these dimensions, allowing us to easily learn through all the senses, to remember what we learn, and to participate more fully in the events of our lives. We are able to learn with less stress, and to express our creativity using more of our mental and physical potential. The movements also assist in clearing emotional stress that can affect us both mentally and physically. Reported benefits include improvements in such areas as vision, listening, learning, memory, self-expression, and coordination in children and adults. Teachers typically report *improvements in attitude, attention, discipline, behavior, and test and homework performance* for all participants in the classroom.

### 11. What is a balance? Can everyone learn to do Brain Gym and balances?

A balance is a five-step learning process that models the lesson plan most often used by effective teachers. A short balance can be completed in just minutes; a longer balance may take an hour or more.

A balance involves:

- getting ready to learn
- setting a goal or intention
- pre-activities which playfully identify aspects of the learning that need more focus for integration
- a plan for integrating the learning into physical movement (in this case, through the Brain Gym movements)
- post-activities to identify the new learning

### 12. Is there any research on Brain Gym?

A research packet including over ten years of information collected from field studies and experimental research with groups is available through the Educational Kinesiology Foundation. Additional anecdotal information about the use of Brain Gym with individuals and groups in various home, classroom, sports, or business environments, is available through the Brain Gym Journal, published three times yearly.

### 13. Testimonials

"We taught Brain Gym to 11 children who had difficulty learning. After five days, their test scores showed an average improvement in reading skills of 1.2 years, and in math skills of 32 years, yet we taught no reading or math."

*Pat and David Saunders, South Vienna, Ohio*

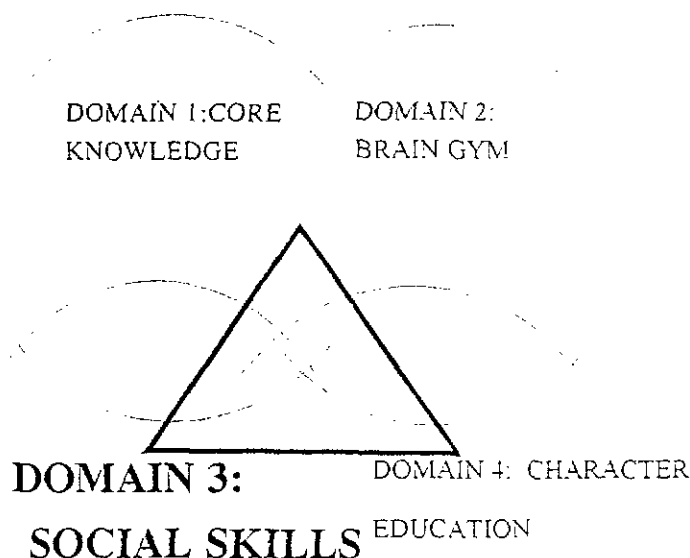
"Because of his distractibility and short attention span, my 11-year-old son was faced with taking ritalin. Brain Gym activities allowed him to stay focused and pay attention without chemicals. His teacher was astounded at the immediate and positive changes."

*Sandy Zachary, school administrator, Hansville, Washington*

"I used Brain Gym to teach my 6-year-old son to play chess. He learned to play in just a few days and soon he was difficult to compete with."

*Svetlana Masgutova, Ph.D., Moscow, Russia (Dr. Masgutova, a practicing psychologist, teaches Brain Gym to other Russian health care professionals.)*

## INTEGRATED INSTRUCTIONAL & LEARNING MODEL



### **DOMAIN 3: SOCIAL SKILLS**

The Board of A+ ACADEMY firmly believes that our school must educate our students in proper social skills in order for them to be able to function successfully in the "real-world". We can give them all of the academic knowledge in the world, but if they aren't able to master proper social skills, they will be unwelcome in business and social environments.

Much of the public now expects schools to socialize children as well as to educate them. In fact, socialization, rather than academics, is why many parents choose public education over private or home school. However, public criticism of schools' performance in both roles has increased in recent years. The public wants schools to be responsible not only for improving achievement but also for curbing disruptive, violent, and antisocial behavior. As a result, support is growing for "zero tolerance" discipline policies and alternative school placement for disruptive students.

Chronic school failure demoralizes children, can cause loss of status and rejection by peers, destroys self-esteem, and undermines feelings of competence. As a result, it can undermine a child's attachment to teachers, parents, school, and the values they promote. It also generates hopelessness and helplessness. Children cease to believe that their efforts make a difference in outcomes. For delinquent youngsters, school is not a place of attachment and learning, but of alienation and failure.

In addition, an analysis of disruptive behavior in 600 schools revealed that schools with discipline problems tend to be large and urban; lack teaching resources; lack fair, clearly stated, consistently enforced rules; have students who do not believe in the rules; lack leadership and cooperation among staff; and have punitive teachers. One study found punishment and lack of praise by classroom teachers to be main factors related to delinquent behavior.

Research shows that school organization - management, governance, culture, and climate - can reduce overall measures of student disruption as effectively as individual treatment programs. Effective schools involve "community agencies, students, teachers, school administrators, and parents" in decision-making, and focus "on improving communication, building trust and cooperation, enhancing the organization's problem-solving and decision-making capabilities, and strengthening [the] planning process." Through cooperation and collaboration, schools can draw on internal and community resources to meet students' needs.

Other school-related, protective factors identified through research include boosting achievement in mathematics and reading (especially 3rd-grade reading scores), commitment to school, and attachment to teachers.

To boost self-esteem, children need support in opportunities to develop responsibility: to contribute to school, family, and community life; to make decisions and choices; to nurture self-discipline; and to deal with failure and mistakes. These help build feelings of self-competence, restoring children's belief that their efforts can make a difference in their lives.

When someone mentions behavior management, our first thought may be about controlling students or stopping them from performing inappropriate behaviors. We expend a great deal of energy managing students so that inappropriate behaviors will not occur. However, successful termination of inappropriate behavior is no guarantee that appropriate behavior will take its place. One of the most puzzling and frustrating problems encountered by parents and teachers of students is not the student who obviously acts out or engages in overtly antisocial behaviors, but rather the one who simply fails to perform the appropriate behavior for a given circumstance or setting. This problem is frequently labeled a social skill deficit.

Students may exhibit social skill deficits that are either skill-based or performance-based. In other words, either the skill may not be in the student's repertoire or the student may have acquired the skill but it is not performed at an acceptable level. Effective intervention requires identification and remediation of the specific type of deficit exhibited by the student.

#### Skill-Based Deficits

A skill-based deficit exists when a student has not learned how to perform a given behavior. For example, a student who has not learned to do long division could be said to have a long division skill deficit. Similarly, a student who hasn't mastered the skill of greeting others appropriately may have a skill deficit in that area. Few parents or teachers would punish a student for not knowing how to do long division. Unfortunately, however, we sometimes become angry with students when they don't demonstrate the

social skill we desire them to display. Reprimands and loss of privileges are common reactions. A critical issue is whether the student actually possesses the desired skill. If not, it is unreasonable to demand that it occur or scold the student if it doesn't. Our anger and punishment can only add to the frustration of the student who knows he or she did something wrong, but has no clue as to how to fix it.

We may determine if a student has a skill deficit by observing whether the desired skill has ever been performed. If not, one may hypothesize that the skill is not in the student's repertoire. Providing strong incentives to perform the desired behavior may test this further. If the student fails to perform under these conditions, it is likely that the problem stems from a skill deficiency. The bottom line: don't scold or reprimand the student for having a skill-based deficit; instead, teach the skill.

Generally, a skill-based deficit is due to lack of opportunity to learn or limited models of appropriate behavior. Even given the opportunity to learn and the appropriate model, students may not learn these skills incidentally or intuitively. In these instances, direct instruction, or skill training, is necessary. The same principles apply to teaching social skills as to academic skills: provide ample demonstration/modeling, guided practice with feedback, and independent practice.

Hazel, Schumaker, Sherman, and Sheldon Wildgen listed eight fundamental social skills that can be taught through direct instruction:

1. Giving positive feedback (e.g., thanking and giving compliments),
2. Giving negative feedback (e.g., giving criticism or correction),
3. Accepting negative feedback without hostility or inappropriate reactions,
4. Resisting peer pressure to participate in delinquent behavior,
5. Solving personal problems,
6. Negotiating mutually acceptable solutions to problems,
7. Following instructions, and
8. Initiating and maintaining a conversation.

They recommended teaching these skills by providing definitions, illustrations with examples, modeling, verbal rehearsal, behavioral rehearsal, and additional practice.

Similarly, Walker, Colvin, and Ramsey recommended a nine-step direct instructional procedure, the ACCEPTS instructional sequence. The steps include:

1. Definition of the skill with guided discussion of examples,
2. Modeling or video presentation of the skill being correctly applied,
3. Modeling or video presentation of incorrect application (non example),
4. Review,
5. Modeling or video presentation of a second example with debriefing,
6. Modeling a range of examples, coupled with hypothetical practice situations,
7. Modeling or video presentation of another positive example if needed,
8. Role playing, and
9. Informal commitment from student to try the skill in a natural setting.



Intervention for skill-based deficits should focus on direct instruction of the skill. Effective instructional methods include demonstration/modeling with guided practice and feedback.

### Performance-Based Deficits

A performance-based deficit exists when the student possesses a skill but doesn't perform it under the desired circumstances. This may occur if there is a problem with either motivation or with ability to discriminate as to when to exhibit the appropriate behavior.

When a motivational deficit exists, the student possesses the appropriate skill, but doesn't desire to perform it. A motivational deficit may be hypothesized if observations reveal that the student has acquired the desired skill, but motivational conditions are not sufficiently strong to elicit it. The hypothesis may be confirmed if the student performs the behavior following introduction of a motivational strategy. For example, in the area of conversation skills, we may suspect that a student is capable of interpreting cues from peers that indicate that it is someone else's turn to talk, but instead chooses to interrupt. This theory may be verified if the student waits to speak when rewarded for taking turns. The student could then be considered to have a motivational deficit. In situations such as this, behavioral interventions are effective.

### Motivational Strategies

Parents and teachers of students with motivational deficits can manipulate contingencies that will encourage performance of pro-social behaviors by using the principles of Applied Behavior Analysis (ABA). The steps include defining the target behavior operationally, identifying antecedents and consequences related to the behavior, and finally developing and carrying out a plan to alter the antecedents and consequences so that the desired behavior will occur. For example, the behavior of "interrupting" may be defined as "speaking before your partner has completed his or her sentence." The antecedents to this behavior may be poor models and the consequence to interrupting may be attention from the listener. The next step is to develop a plan which encourages turn taking during conversations. An antecedent technique may be to remind the student about taking turns prior to a conversation and a consequence may be to pay attention only when the student waits his or her turn prior to speaking. Good school/home communication and collaboration can ensure consistency of carrying out the plan in both settings.

Most students of ABA who have succeeded at a self-improvement program such as a diet or exercise regime will confirm that the principles of ABA can be effectively used on oneself. Bos and Vaughn postulated that these same principles can be taught to adolescents so that they can implement a self-management program. The adolescent would first learn to identify the behavior he or she wants to change, then identify the antecedents and consequences connected to the behavior, and, finally, develop an intervention that alters the antecedents and provides consequences that will maintain the desired behavior. A further suggestion would be to have the adolescent chart his or her progress toward a self-selected reward. To summarize, once identified, motivational deficits can be remediated using behavior management techniques, either by the adult in the situation, or by the student in question.

### Discrimination Deficit

A student with a discrimination deficit has the desired skill in his or her repertoire, is motivated to behave properly, but can't discriminate, (i.e., doesn't know when to exhibit the desired behavior). A discrimination deficit may be confirmed if the student frequently performs the desired behavior, but fails to perform it under specific conditions. This may be due to an inability to glean relevant information from social situations. When a discrimination deficit exists, the student possesses the desired behavior but may not be sure as to when, where, and how much to engage in that behavior.

### The Hidden Curriculum (The Culture)

Given the same information as everyone else, some students may not demonstrate appropriate social skills because they do not understand the hidden curriculum ascertained by more socially adept student. Lavoie suggested assessment of the student's knowledge of the hidden curriculum as a step in teaching the student to discriminate the appropriate behavior for a given situation. The first step is to determine the hidden curriculum, or culture, pertaining to the school the student attends. For example, what extracurricular activities are viewed by others as important? What are the hidden rules governing social functions? What is the administrative framework? Which teachers emphasize completion of daily assignments, punctuality, and/or class participation? This information can be obtained from teachers, support staff, and school publications such as the yearbook or school newsletter.

Once the hidden curriculum is identified, the next step is to assess the student's knowledge in key areas. There are many things which we may take for granted about which the student may be embarrassed or incapable of obtaining an explanation. Specifically, the following questions should be answered:

1. Does the student understand how the schedule works?
2. Does the student know how to get from one place to another in the school building,
3. Is the student aware of the requirements for participation in extracurricular activities, including deadlines and eligibility procedures?
4. Can the student identify the social cliques?
5. Can the student identify support staff (e.g., the school nurse, the guidance counselor)? Does he or she know how to gain access to their services?

In short, the hidden curriculum must first be identified and then the student's level of understanding of it must be assessed. Only then can information be provided to the student to fill in the gaps.

### Teaching Discrimination

A common characteristic of misbehaving students is impulsivity, the tendency to act without considering the consequences or appropriateness of one's behavior. However, what on first glance appears to be impulsivity may in reality be an inability to understand the limits of acceptable behavior. Acceptability of behavior frequently varies according to the setting or circumstance. For example, a student may not know which teachers tolerate conversation and when it is appropriate to talk with peers. What is acceptable behavior on the playground may not be acceptable in the classroom.

Some social skill problems occur simply because students do not understand how to read environmental cues that indicate whether or not a behavior is acceptable. In short, when there is a discrimination deficit, we must help the student size up the social situation and determine what to do. If the student cannot discriminate, we must teach what is acceptable in a given circumstance.

Lavoie introduced a problem-solving approach to teaching discrimination called the social autopsy. A social autopsy is the examination or inspection of a social error in order to determine why it occurred and how to prevent it from occurring in the future. When a student makes an academic error, we provide the right answer and use the mistake as an opportunity to learn. In other words, we teach the student how to "fix" the mistake. Similarly, Lavoie suggested that instead of punishing the student for making a social mistake, we should analyze it and use it as an opportunity to learn. The process involves asking the student, "What do you think you did wrong? What was your mistake?" By actively involving the student in discussion and analysis of the error, a lesson can be extracted from the situation which enables the student to see the cause-effect relationship between his or her behavior and the consequences or reactions of others.

Underlying the social autopsy are the following principles:

1. Teach all adults who have regular contact with the student to perform social autopsies. This includes family members, custodial staff, cafeteria workers, bus drivers, teachers, secretaries, and administrators. This will foster generalization by ensuring that the student participates in dozens of autopsies daily.
2. Conduct social autopsies immediately after the error occurs. This will provide a direct and instantaneous opportunity to demonstrate the cause and effect of social behaviors.
3. Use social autopsies to analyze socially correct behaviors as well as errors. This will provide reinforcement that may assist the student in repeating the appropriate behavior in another setting.
4. Help students identify and classify their own feelings or emotions.

There are several advantages of this method:

- (a) It uses the sound learning principles of immediate feedback, drill and practice, and positive reinforcement;
- (b) It is constructive and supportive rather than negative or punishing;
- (c) It provides an opportunity for the active involvement of the student, rather than an adult-controlled intervention; and
- (d) It generally involves one-on-one assistance to the student.

Students who are impulsive can learn problem-solving strategies that force them to dissect problems and evaluate possible consequences. Bos and Vaughn recommended a strategy called FAST for this purpose.

The steps in FAST are:

1. Freeze and think! What is the problem?
2. Alternatives? What are my possible solutions?
3. Solution evaluation. Choose the best solution: safe? fair?
4. Try it! Slowly and carefully. Does it work?

### Mentoring

Perhaps the most critical factor influencing the development of pro-social behavior is attachment to at least one pro-social adult who believes in the child and provides unconditional acceptance and support. We believe that pro-social behavior results when children bond with pro-social adults and peers and adopt their beliefs and values. Conversely, antisocial behavior results if children bond to antisocial individuals, such as gang members, and adopt their beliefs and values instead.

For bonding to occur, three conditions must be present:

- an opportunity for bonding to take place;
- cognitive and social skills to help children succeed in bonding opportunities; and
- a consistent system of recognition and reinforcement for accomplishments.

Many experts agree that attachment to even one caring, responsible adult - whether a teacher, administrator, bus driver, custodian, relative, or community member -can help children become pro-social. A study of the effects of remediation on delinquency showed that the child's bond with the tutor affected school attitude and behavior more than improved grades.

The important role of bonding in the development of pro-social behavior offers schools an avenue for effective prevention and intervention. Mentoring and similar one-on-one programs and group activities can help children develop relationships that foster self-esteem, social attachment, and pro-social behavior. A promising new strategy for individuals with ADHD pairs children with "coaches" who help define goals, objectives, and plans to achieve them, while providing support and encouragement.

Children seek to imitate and gain approval from their role models, whether good or bad. Once children bond with antisocial peer groups, their behavior becomes more difficult to change. Schools, families, and communities can work together to ensure that all children are cared for and have pro-social adults to emulate, thus assuring the transmission of pro-social beliefs and values to the next generation.

### Prevention: Policy and Practice

We believe that the task of educating and socializing children requires that A+ ACADEMY be arranged in ways that successfully produce the desired result. To improve student behavior and school safety, policy must address prevention as well as treatment of misbehavior and support practices that both reduce risk and cultivate resilience in children.

Following are some questions that we can ask ourselves to insure that A+ ACADEMY best encourages pro-social behaviors:

### *I. School Organization and Effectiveness (management, governance, culture, and climate)*

- Does the school involve teachers, students, parents, and community members in decisionmaking?
- Does the school have high expectations for learning and behavior for all children and help all children achieve them?
- Does the school clearly communicate expectations for learning and behavior to students?
- Does the school have a consistent system of reinforcement and recognition to help shape behavior?
- Does the school provide alternatives to suspension and expulsion?
- Does the school practice promote student engagement and attachment?
- Does the school conduct risk assessment as part of safe schools/school improvement plans?

### *II. Student Achievement/ Early Intervention*

- Does the school intervene early to identify and assist students who fail to meet expectations for learning and behavior?
- Does the school evaluate students' social, emotional, and adaptive functioning, as well as cognitive functioning, as part of multidisciplinary evaluation?
- Do IEPs address social, emotional, and adaptive problems as well as academic problems?
- Does the school provide assistance to nondisabled students with learning and behavior problems?
- Does the school include special education students in regular education classrooms?
- Does the school include special education students in performance accountability measures: statewide testing, attendance, and dropout rates?
- Does the school disproportionately discipline students with disabilities?

### *III. Parent/Community Partnerships*

- Does the school work with parents and communities to educate and care for children?
- Does the school involve parents/communities in safe schools/school improvement plans?
- Does the school provide information to parents about how to help their children learn and behave appropriately in school?
- Does the school collaborate with other agencies to meet family/community needs?

### *IV. Professional Development*

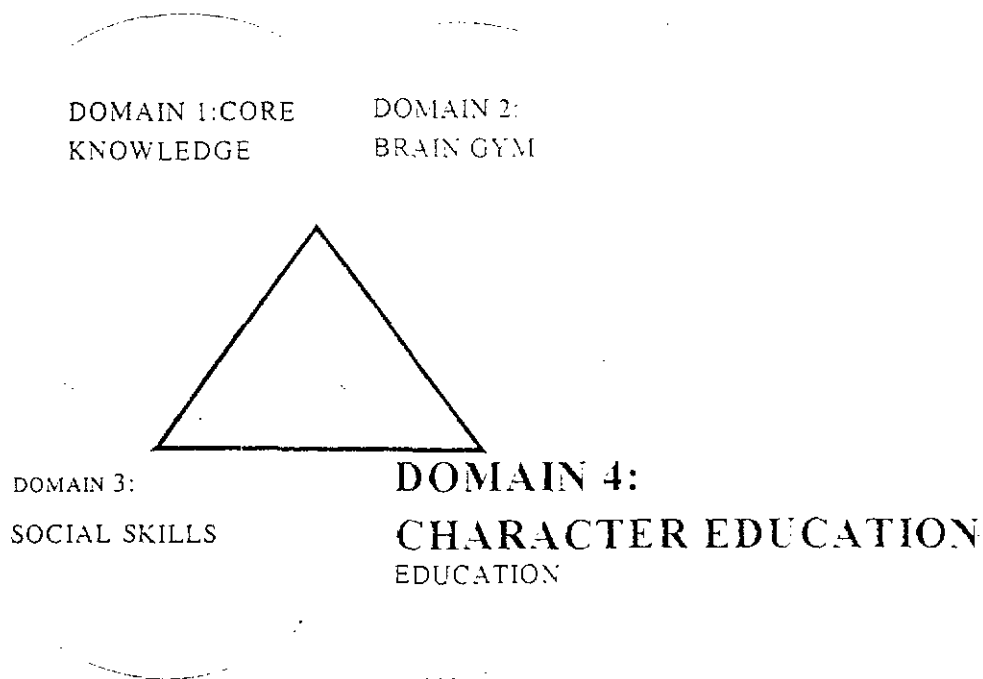
- Have teachers been trained to use a variety of instructional and classroom management strategies to prevent academic failure and problem behavior with all children, including those with disabilities?

Policy actions at A+ ACADEMY will encourage and support practices that allow for student diversity - different ways and rates of learning, as well as strengths, talents, and weaknesses. For instance, preserving programs for athletics and the arts will not only support achievement, but also provide opportunities for children to develop and showcase strengths and talents that foster resilience, increase self-esteem, and boost social standing. Use of individual instruction, alternative assessments, cross-age grouping, and well-designed supplemental and resource programs; and attention to

multiple intelligences and learning styles allow children to achieve basic skills at their own rates while avoiding the negative outcomes associated with retention. Cooperative learning groups, conflict resolution and anger management training, group activities, and counseling help children to learn alternatives to antisocial behavior, to deal with their emotions, and to get along with others.

We will create a consistent system of expectations, reinforcement, and recognition. A+ ACADEMY will get desired results by defining desired and undesired behavior, determine when they occur, and apply consequences - rewards and punishments - that influence the rate at which they are displayed. We will establish high expectations for all students; a clear system of rules and consequences that are consistently, fairly, and equitably enforced; and maintain a cooperative, collaborative, and caring climate.

## INTEGRATED INSTRUCTIONAL & LEARNING MODEL



### DOMAIN 4: CHARACTER EDUCATION

The fourth domain that we believe is critical to the overall development of our students is *character education*. *Character education is the deliberate effort to help people understand, care about, and act upon core ethical values.* It is based on the following premises:

1. Destructive youth behaviors such as violence, dishonesty, drug abuse, and sexual promiscuity have a common core: *The absence of good character.*

2. People do not automatically develop good character. Intentional and focused efforts must be made -- by families, schools, faith communities, youth organizations, government, and the media -- to foster the character development of the young.

3. Good character consists of moral knowing, moral feeling, and moral action. It is understanding core ethical values, caring about them, and acting upon them. These values include respect, responsibility, trustworthiness, fairness, diligence, self-control, caring, and courage.

4. These core ethical values are not mere subjective preferences like taste in music or clothes. They have objective worth (they are good for us whether or not we know it), universal validity, and a claim on our personal and collective conscience. They are affirmed by religious traditions around the world and transcend religious and cultural differences. *They are rooted in our human nature and express our common humanity.*

The universal validity of these values, and our obligation to uphold them, derive from the fact that they:

1. affirm our human dignity
2. promote the well-being and happiness of the individual
3. serve the common good
4. define our rights and obligations ("If I have a right to be respected, I have a corresponding duty to respect everyone else")
5. meet the classical ethical tests of reversibility (Would you want to be treated this way?) and universability (Would you want all persons to act this way in a similar situation?).

In the absence of these values, no society can function effectively and no individual can hope to live happily. Not to teach good character based on these core ethical values would be a grave moral failure for any society.

#### Why Is Character Education Needed?

An anonymous sage observed, "Children are 25% of our population but 100% of our future." Because the character of our nation depends on the character of the young people now coming to maturity, ten current trends in youth character are cause for deep concern:

1. Rising youth violence
2. Increasing dishonesty (lying, cheating, and stealing)
3. Growing disrespect for parents, teachers, and other legitimate authority figures
4. Increasing peer cruelty
5. A rise in prejudice and hate crime
6. The deterioration of language
7. A decline in the work ethic
8. Declining personal and civic responsibility
9. Increasing self-destructive behaviors such as premature sexual activity, substance abuse, and suicide

10. Growing ethical illiteracy, including ignorance of moral knowledge as basic as the Golden Rule and the tendency to engage in destructive behavior without thinking it wrong

*Examples of these troubling trends are all around us:*

- According to FBI statistics, arrests of 13- and 14-year-olds for rape nearly doubled during the past decade.
- In a 1994 survey cited by the Boston Globe, more than half of ninth-graders in an affluent suburb said they saw nothing wrong with stealing a compact disc or keeping money found in a lost wallet.
- In a study of more than 6,000 college students by Rutgers University professor Douglas McCabe, more than two-thirds said they had cheated on a test or major assignment during college.
- Almost six of ten high school students say they have used illegal drugs, not counting alcohol, according to a 1990 federal study.
- According to a Centers for Disease Control study, 40% of American ninth-graders say they have already had sexual intercourse; a United Nations report finds that U.S. teens have the highest abortion rate in the developed world.
- Rising levels of hate-inspired youth violence promoted the organization Research for Better Schools to publish a handbook on dealing with hate crime in schools.

Children hold up a mirror to society. The disturbing trends in youth character clearly reflect a wider crisis of character in our nation as a whole.

#### What Is The History of Character Education?

1. Character education is as old as education itself. Down through history, all over the world, education has had two great goals: to help people become educated and to help them become good.
2. The American Founders believed that democracy has a special need for character education, because democracy is government by the people themselves. The people must therefore be good, must develop "democratic virtues": Respect for the rights of individuals, regard for law, voluntary participation in public life, and concern for the common good.
3. In the early days of the republic, the Bible was the source book of both moral and religious instruction. When disputes arose over whose Bible to use, William McGuffey offered his McGuffey Readers as a way to teach schoolchildren the "natural virtues" of honesty, hard work, thriftiness, kindness, patriotism, and courage.
4. Character education -- instruction in virtue through edifying stories, the teacher's example, and discipline -- remained a central part of the public school's mission until the middle part of the 20th century. It declined for several reasons:

- The rise of logical positivism ("There is no moral truth, no objective right and wrong") and moral relativism ("All values are relative")



- Personalism ("Each person should be free to choose his own values; who are we to impose our values?")
- Increasing pluralism ("Whose values should we teach?")
- The secularizing of society and the fear that teaching morality in the schools would mean teaching religion.

5. In the 1960s and 70s, values education that emphasized "process" or thinking skills -- clarifying your values (values clarification), reasoning about values (moral dilemma discussions), and decision making processes -- replaced character education's traditional emphasis on moral content (learning right from wrong and acting rightly).

6. As societal moral problems have worsened, character education has made a comeback. Adults realize that the young need moral direction. Parents and teachers have a responsibility to provide it -- to pass on a moral heritage. The school has a responsibility to stand for good values and help students form their character around such values. Character education is directive rather than non-directive; it asserts the rightness of certain values -- such as respect, responsibility, honesty, caring, and fairness -- and helps students to understand, care about, and act upon these values in their lives.

#### A Person of Character...

##### **IS TRUSTWORTHY**

- HONESTY:** Tell the truth. Be sincere. Don't deceive, mislead, be devious or tricky. Don't betray a trust. Don't withhold important information in relationships of trust. Don't steal. Don't cheat.
- INTEGRITY:** Stand up for your beliefs about right and wrong. Be your best self. Resist social pressures to do things you think are wrong. Walk your talk. Show commitment, courage and self-discipline.
- PROMISE-KEEPING:** Keep your word. Honor your commitments. Pay your debts. Return what you borrow.
- LOYALTY:** Stand by, support, and protect your family, friends, employers, community and country. Don't talk behind people's backs, spread rumors, or engage in harmful gossip. Don't violate other ethical principles to keep or win a friendship or gain approval. Don't ask a friend to do something wrong.

##### **TREATS ALL PEOPLE WITH RESPECT**

- RESPECT:** Be courteous and polite. Judge all people on their merits. Be tolerant, appreciative and accepting of individual differences. Don't abuse, demean, or mistreat anyone. Don't use, manipulate, exploit, or take advantage of others. Respect the right of individuals to make decisions about their own lives.

##### **ACTS RESPONSIBLY**

- ACCOUNTABILITY:** Think before you act. Consider the possible consequences on all people affected by actions ('stakeholders'). Think for the long-term. Be reliable. Be accountable. Accept responsibility for the consequences of your choices. Don't make excuses. Don't blame others for your mistakes or take credit for others' achievements. Set a good example for those who look up to you.
- PURSUE EXCELLENCE:** Do your best with what you have. Keep trying; don't quit or give up easily. Be diligent and industrious.

•**SELF-CONTROL:** Exercise self-control. Be disciplined.

### **IS FAIR & JUST**

•**FAIRNESS:** Treat all people fairly. Be open-minded. Listen to others and try to understand what they are saying and feeling. Make decisions that affect others only on appropriate considerations. Don't take unfair advantage of others' mistakes. Don't take more than your fair share.

### **IS CARING**

•**CARING & KINDNESS:** Show you care about others through kindness, caring, sharing and compassion. Live by the Golden Rule. Help others. Don't be selfish. Don't be mean, cruel or insensitive to other's feelings. Be charitable.

### **IS A GOOD CITIZEN**

•**CITIZENSHIP:** Play by the rules. Obey laws. Do your share. Respect authority. Stay informed. Vote. Protect your neighbors and community. Pay your taxes. Be charitable and altruistic. Help your community or school by volunteering service. Protect the environment. Conserve natural resources.

## Components Of Good Character

### **MORAL KNOWING:**

1. Moral awareness
2. Knowing moral values
3. Perspective-taking
4. Moral reasoning
5. Decision-making
6. Self-knowledge

### **MORAL FEELING:**

1. Conscience
2. Self-esteem
3. Empathy
4. Loving the good
5. Self-control
6. Humility

### **MORAL ACTION:**

1. Competence
2. Will
3. Habit

A+ ACADEMY intends to have a comprehensive approach to character education. According to the Center For The 4<sup>th</sup> and 5<sup>th</sup> R's at the State University of New York in Cortland, a comprehensive approach to character education:

1. Defines character comprehensively to include its cognitive, emotional, and behavioral dimensions. Good character consists of moral habits of the mind, habits of the heart, and habits of action.
2. Asserts that these moral habits, or virtues, are acquired through practice. This process is captured by James Stenson's statement, "Children develop character by what they see, what they hear, and what they are repeatedly led to do."
3. Seeks to provide students with repeated, real-life experiences that develop all three parts of character.
4. Provides these character-building experiences through all phases of school life, including the formal as well as the informal ("hidden") curriculum. Schools maximize their moral influence when they use all parts of school life as deliberate opportunities for character development.
5. Asserts that there is no such thing as value-free education. A school teaches values in everything it does -- including the way teachers and other adults treat students, the way the principal treats teachers, the way the school treats parents, and the way students are allowed to treat each other. ("One of the most powerful forms of moral education is the treatment we receive" -- Peter McPhail.)
6. Is proactive -- creating opportunities for teaching values and character -- as well as responsive to opportunities (teachable moral moments) that spontaneously arise. Character education does not wait for something to go wrong before teaching what is right.
7. A school committed to a comprehensive approach to character:
  - a. Publicly stands for core ethical values
  - b. Defines these values in terms of observable behavior
  - c. Models these values at every opportunity
  - d. Celebrates their occurrence in and outside of school
  - e. Studies them and teaches their application to everyday life, including all parts of the school environment (e.g., classrooms, corridors, cafeteria, playing field, school bus)
  - f. Holds all school members -- adults and students alike -- accountable to standards of conduct consistent with the school's professed core values.

## A 12-Point Comprehensive Approach To Character Education

### 9 Classroom Strategies:

1. The teacher as caregiver, model, and ethical mentor: Treating students with love and respect, encouraging right behavior, and correcting wrongful actions.
2. A caring classroom community: Teaching students to respect and care about each other.
3. Moral discipline: Using rules and consequences to develop moral reasoning, self-control, and generalized respect for others.
4. A democratic classroom environment: Using the class meeting to engage students in shared decision-making and in taking responsibility for making the classroom the best it can be.
5. Teaching values through the curriculum: Using the ethically rich content of academic subjects as vehicles for values teaching.
6. *Cooperative learning: Fostering students' ability to work with and appreciate others.*
7. The "conscience of craft": Developing students' sense of academic responsibility and the habit of doing their work well.
8. Ethical reflection: Developing the cognitive side of character through reading, research, writing, and discussion.
9. Conflict resolution: Teaching students how to solve conflicts fairly, without intimidation or violence.

### 3 Strategies For The Whole School:

1. Caring beyond the classroom: Using role models to inspire altruistic behavior and providing opportunities for school and community service.
2. Creating a positive moral culture in the school: Developing a caring school community that promotes the core values.
3. Parents and community as partners: Helping parents and the whole community join the schools in a cooperative effort to build good character.

### A Character-Based Approach to Sex Education

No discussion of moral and character education can exclude sex education. More young people, we believe, are at risk from the destructive consequences of premature, uncommitted sex than from any other single threat to their healthy physical, emotional, and moral development. To consider just one dimension of the physical dangers: In the United States, according to the Medical Institute for Sexual Health, about a third of sexually active teenage girls are now infected with human papilloma virus (the leading cause of cervical cancer) and/or chlamydia (the leading cause of infertility). Recent medical studies show that condoms provide virtually no protection against either human papilloma virus or chlamydia.

Unfortunately, our children are growing up in what Boston University's Kevin Ryan calls a "sexually toxic" environment. This environment trivializes and debases sex and leads young people into patterns of short-lived sexual relationships that undermine their self-respect and corrupt their character.

There is fortunately now a growing effort to bring sex education into line with the principles of good character education. That means adopting an approach to sex education that develops character traits of good judgment and self-control, and guides young people toward morally sound conclusions about how to apply the values of respect and responsibility to sexual behavior. And this means helping students understand all the reasons why sexual abstinence is the only medically safe and morally responsible choice for an unmarried teenager.

"The core problem facing our schools is a moral one," writes William Kilpatrick in *Why Johnny Can't Tell Right From Wrong*. "All other problems derive from it. If students don't learn habits of courage and justice, curriculums designed to improve their self-esteem won't stop the epidemic of extortion, bullying, and violence; neither will courses designed to make them more sensitive to diversity."

**XII. Educational Plan (Scored by Review Committee)**

**A. Describe the educational program of the school to be offered.**

**3. The description must include state graduation requirements.**

We will strongly encourage our students to aim for graduation under the Recognized High School Program. Our minimum graduation requirement will follow the TEA Minimum Graduation Plan. Unfortunately, many of the students who come here from local ISD's are so far behind that it will take all that we have to just get them up to the minimum standards. See Appendix K. Several photographs of the first graduating class at our current charter school are shown in Appendix L.

**XII. Educational Plan (Scored by Review Committee)**

**B. What teaching methods will be used? How will the pedagogy enhance student learning?**

Integration of subject matter is one of the Academy's primary curricular objectives and is also a fundamental principal of the Core Knowledge curriculum. The integration of subject matter is important to achieve the Academy's vision of teaching the interconnectedness of knowledge. An example of integration is provided by one of the Core Knowledge Sequence lesson plans on Ancient Egypt for study in the first grade. In geography the students will study the location of Egypt and Africa and the Middle East, they will locate the Nile River and study its importance to Egypt; in history they will study ancient Egyptian people of historical significance; in math the students will discuss plane and solid shapes; in language arts the students might read Egyptian folk tales and write a story using vocabulary words identified with Egypt like Nile, Pharaoh, queen, chariot, chores, throne. In art the students may wrap a mummy or build a pyramid; in music, listen to Egyptian-influenced music or learn an Egyptian folk song.

The Academy will also encourage teachers to employ a variety of instructional methods: direct instruction, group instruction, interdisciplinary instruction, multi-age grouping, cooperative and collaborative learning. Hands-on application will be a key part of understanding abstract ideas. Teachers will illustrate abstract concepts by grounding them in everyday reality, as well as encouraging inquiry and sharing points of view. Lessons will also be presented with attention to students' many different learning styles: visual, auditory, tactile, kinesthetic, global, and analytic.

**XII. Educational Plan (Scored by Review Committee)**

**C. What professional development opportunities will be available to teachers and other staff? How do these opportunities support the mission of the school?**

A+ ACADEMY realizes that most of the teachers who come to work for us will not have a working knowledge of Core Knowledge. Therefore, we will work with the Core Knowledge Resource Center in San Antonio, Texas to provide intensive training in Core Knowledge basics before the academic year begins and during the school year.

We anticipate having several Core Knowledge experts training all of our teachers and teaching assistants for 3 – 5 days prior to school opening each year. We will have the trainers re-visit our campus several times during the school year for refreshers and new ideas.

We also hope to provide a Core Knowledge mentor to each of our classroom teachers. This might be a Master Teacher who resides in our geographical area that our teacher can meet with in-person once a week or it might be a teacher from out-of-area whom our teacher meets with via telephone or email on a regular basis.

Since technology will be an important aspect of our school, we will offer computer courses to keep our staff up-to-date. We will work with the Region 10 Education Service Center to be sure that our teachers get the classes that they need.

We will also have consultants on campus to train our staff in many areas, including school operation, classroom management and effective teaching.

All teachers will be provided with a copy of Region 10's Professional Development Catalog so that they might select the courses that they most feel are necessary at a particular time.

## ***XII. Educational Plan (Scored by Review Committee)***

### ***D. Admissions Policy***

***1. Describe the admissions methods/process you will follow. NOTE: The charter school admission policy must prohibit discrimination in any manner on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend in accordance with this code, although the charter may provide for the exclusion of a student who has a documented history of a criminal offense, a juvenile court adjudication or discipline problems under Subchapter A, Chapter 37.***

***2. Describe the timeline to be used for admitting students, including a plan for the admission lottery for students. NOTE: This is a federal requirement for any school accepting money through the Title X, Part C subgrant program.***

Founded upon the basis of serving all students with a desire to learn, regardless of background, the school is designed to meet each individual child's needs. There are only two special requirements for acceptance into A+ ACADEMY:

1. Each child must want to go to school, and
2. The student's parents must take an active role in their child's education.

Our belief is that in order for a student to flourish, a cooperative relationship between parent and teachers must be established to foster self-confidence in a nurturing environment.

Each March an open enrollment period will be available for current students and family for the proceeding year. In April, advertising will notify the general public that open enrollment is available.

The general admission procedure is as follows:

1. Both parents and prospective student(s) must visit the Academy and attend an Orientation Meeting.
2. Parents will receive a copy of the student handbook and relevant handouts.
3. An application must be filled out completely and submitted with all relevant documentation. This included the application for the National School Lunch/Breakfast Program, if desired.
4. An interview with the parents and the prospective student will be conducted with a counselor, principal or administrator.
5. Pre-schoolers must meet federal eligibility requirements.
6. Pre-schoolers, kindergartners, and home schoolers must submit birth certificates, immunization records, and social security number (if appropriate) with their application.
7. Students transferring from another accredited school who submit an Official Withdrawal Form will have one month to submit their birth certificates, immunization records, and social security number (if appropriate).
8. Parents will then be notified of the student's acceptance, based on space availability.
9. At the beginning of each school year, an orientation meeting will be offered. It is the responsibility of the parent and student to attend.
10. If a student has an Individual Education Plan, the parent must complete an Intake Procedure with the Registrar. If Special Education personnel are available, a Transfer ARD will be held immediately. A Transfer ARD must be held within *twenty-four hours of a student's first day of school.*
11. No application will be considered or accepted unless the Student's Standard of Conduct Contract and the Parent/Guardian Agreement are initialed and signed.
12. If a student is applying for the current school year and school has already commenced, *the student must present a withdrawal form before the first day of attendance.*



If at any time maximum enrollment is reached or if a particular grade is filled, applications will continue to be accepted. As slots become available, a lottery will be conducted to fill any available seats. However, applications for the following year will not be accepted until March for current student family members or April for non-family members. Applications are not held from one year to the next. It is the responsibility of the parent to maintain a current address on applications.

A+ ACADEMY reserves the right to exclude students who have a history of criminal offense, juvenile court adjudication, or discipline problems under TEC, Chapter 37, Subchapter A on a case-by-case basis.

**XII. Educational Plan (Scored by Review Committee)**

**D. Admissions Policy**

**3. Explain how these policies further the mission of the school in a non-discriminatory fashion.**

Our mission is to provide its students with a sound education in a nurturing, equitable and stable environment conducive to learning and academic excellence. This will result in ALL students graduating with marketable skills.

We have committed to effectively educating ALL children who come to the school, regardless of background. The admission lottery should help us ensure that we have a diverse student body. This way we know that no one is getting special attention due to "politics" or "knowing the right people".

A+ ACADEMY's attendance procedure and policies further the mission of this school by:

- A. Eliminating those students who have a history of criminal or disruptive behavior. Our students expect and deserve an environment that is safe. Further, a positive environment enhances learning.
- B. By offering family members first chance at enrollment we seek to maintain the family structure. Further, parents appreciate the fact that all of their children are in one location.

**XII. Educational Plan (Scored by Review Committee)**

**E. Describe in detail how your school will accommodate students with SPECIAL EDUCATION needs. Address the following:**

**Child Find NOTE: A 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.**

A+ ACADEMY reports to Child Find any student that is even thought to have disabilities. Every spring, Rylie Academy will sponsor an advertisement in a local paper notifying the public of our participation in Child Find. We will also notify the parents of our current students. Our staff will be trained to observe and notify any suspected disabilities.

Students who have received special education services at previous schools will be identified by reviewing their cumulative academic and psychological records. A+ ACADEMY will work with the Region 10 Education Service Center to see how we might best get the word out to the community that these services are available. We will also look into partnering with traditional ISD's to make the most of our Child Find expenditures. Students lacking records, as well as all other students, will be formally observed by the charter school teachers, staff, and special education specialists prior to the 45<sup>th</sup> calendar day and continuing throughout the year for indications of special needs. Students who are identified as possible special needs children will be referred to the school's certified Special Education Teacher.

*Evaluation:*

A student receives psychological and other evaluations after the Child Study Team, comprised of a Special Education teacher, classroom teachers, and an administrator, has determined the student may benefit from such evaluations. Requests for a Child Study Team evaluation may be submitted by the student's teacher or parent. Prior to conducting any evaluation activities the Child Study Team must secure written parental consent. In addition to the prior written notice, a full explanation of all procedural safeguards will be made available to parents. An evaluation as facilitated by a psychologist licensed by the State Board of Psychologists Examiners will be performed. After the evaluation, the child study team will determine the student's special needs. If so determined, the student will receive special education services in the least restrictive environment possible.

**XII. Educational Plan (Scored by Review Committee)**

**E. Describe in detail how your school will accommodate students with SPECIAL EDUCATION needs. Address the following:**

**2. Confidentiality**

As per the Code of Ethic and Standard Practice for Texas Educators Principle IV #3. "The educator shall not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law." Confidentiality of personally identifiable information will be maintained as per 34CFR 300.221, CFR 300.560-300.576, and Part 99, Commissioner's Rule 19 TAC 89.1001. Our teachers and staff receive regular training in respecting the confidentiality of our students.

**XII. Educational Plan (Scored by Review Committee)**

**E. Describe in detail how your school will accommodate students with SPECIAL EDUCATION needs. Address the following:**

**3. Procedural Safeguards**

Procedural safeguards will be discussed with the child's parents at each IEP meeting. The Child Study Team will address any questions or concerns raised by the parents, teachers, or student. Prior to the implementation of any special education procedures, an outlined copy of specific procedural safeguards will be given to parents at all meetings. All student records concerning special education, evaluation, screening forms, and related referrals will be maintained in a secured area separate from the student's cumulative files. This separation of records will restrict access and ensure strict confidentiality of the student's special education documentation.

**XII. Educational Plan (Scored by Review Committee)**

**E. Describe in detail how your school will accommodate students with SPECIAL EDUCATION needs. Address the following:**

**4. Notice of Admission, Review and Dismissal (ARD) Committee Meetings**

Notice of ARD Meeting (see cite for Procedural Safeguards) will be a minimum of 5 school days notice prior to meeting date (may be waived). It will indicate who will attend, why the meeting was called and which records will be reviewed.

**XII. Educational Plan (Scored by Review Committee)**

**E. Describe in detail how your school will accommodate students with SPECIAL EDUCATION needs. Address the following:**

**5. Assessment of Children to determine eligibility**

Once a referral of a child suspected of having a disability is received, the assessment process will be initiated. Written notice and consent must be given and received. An evaluation by qualified personnel will then be conducted. If indicated, a comprehensive individual assessment will be performed. After eligibility has been determined the parents and/or adult student will be invited to participate in an Admission, Review and Dismissal (ARD) meeting to review the results and to develop and Individual Education Plan.

**XII. Educational Plan (Scored by Review Committee)**

**E. Describe in detail how your school will accommodate students with SPECIAL EDUCATION needs. Address the following:**

**6. Development and Implementation of the Individual Educational Plan (IEP)**

After reviewing the assessment data and determination of eligibility, the IEP may be developed. Long-range goals and short-term objectives are formulated and appropriate measures devised. Instructional Modifications and/or supports are evaluated. Involvement in state or school competency testing is determined. Service alternatives

are discussed. Parents of visual, auditory and deaf /blind student are given written information about state programs available to them.

**XII. Educational Plan (Scored by Review Committee)**

**E. Describe in detail how your school will accommodate students with SPECIAL EDUCATION needs. Address the following:**

**Least Restrictive Environment (LRE) Placement**

The Individual with Disabilities Education Act (IDEA) requires that transition services be addressed in each student 's IEP by age 16. Each spring a Transition brochure will be mailed to the parents of each Special Education student age 16 or over. To facilitate transition planning, a resource file is maintained. An Individual Transition Plan (ITP) is developed during an ITP meeting, separate from the ARD.

**XII. Educational Plan (Scored by Review Committee)**

**E. Describe in detail how your school will accommodate students with SPECIAL EDUCATION needs. Address the following:**

**Transition Planning**

The Individual with Disabilities Education Act (IDEA) requires that transition services be address in each student 's IEP by age 16. Each spring a Transition brochure will be mailed to the parents of each Special Education student age 16 or over. To facilitate transition planning, a resource file is maintained. An Individual Transition Plan (ITP) is developed during an ITP meeting, separate from the ARD.

**XII. Educational Plan (Scored by Review Committee)**

**E. Describe in detail how your school will accommodate students with SPECIAL EDUCATION needs. Address the following:**

**Certified Personnel for the provision of services to children with special needs**

A specially trained Special Education Administrator will oversee the Special Education Program in the Rylie Academy Shared Services. A certified Special Education teacher will be the lead instructor for Special Education.

**XII. Educational Plan (Scored by Review Committee)**

**E. Describe in detail how your school will accommodate students with SPECIAL EDUCATION needs. Address the following:**

**Services to Expelled Students**

We will not offer services to expelled students, except as required by state or Federal law. Expelled students are encouraged to return to their home school districts to continue their education.

## ***XII. Educational Plan (Scored by Review Committee)***

***Describe how your school will meet the needs of children who qualify for other federal programs such as: Title I Part A; Title I Part C; Title I Part D, subpart 1; Title I Part D, subpart 2; Title II part B; Title IV; Title VI; Migrant Education; and Section 504.***

*Title I, Part A:* The first year of operation for A+ ACADEMY, we will be a targeted-assistance campus. During that year, we will do intensive, comprehensive planning, so that in Year 2 we can move to being a school-wide campus. We will work with parents and teachers to determine the best use of Title I, Part A funds, but expect uses to include tutoring, before and after school programs and upgrading technology for educational purposes.

*Title I, Part C:* This involves the education of migrant children. We do not expect to have very many migrant children enroll in charter school; therefore, we will probably not apply for Federal funds to supplement our capacity to serve migrant students. We will, of course, assess the needs of all students and include strategies to serve them in the campus improvement plan.

*Title I, Part D, subpart 1:* This involves programs to improve the quality of the educational services provided to delinquent children and youth. We will not be involved in this program, since these funds are only for state agencies, including the Texas Youth Commission and Windham Schools.

*Title I, Part D, subpart 2:* We do not anticipate participating in this program, since we would have to have one or more correctional facilities that reported a count of delinquent students to the TEA on form AI-206.

*Title II, Part B:* Also known as Dwight D. Eisenhower Professional Development Program. The purpose of this program is to provide financial assistance to school districts to ensure that teachers, and where appropriate, staff and administrators have access to intensive and sustained high-quality professional development so as to have a positive and lasting impact on the teacher's performance in the classroom. We have found the Region 10 Educational Service Center to have very good professional development programs, workshops and seminars, so we will probably sign a Shared Services Agreement as a good way of utilizing our Title II, Part B funds. Our teachers will be involved in the development of the campus needs assessment and in the planning process for the professional development plan. We will coordinate Title II funds with funds provided under Title I, Part A.

*Title IV: Safe and Drug-Free Schools and Communities Act.* The purpose of the SADFSAs is to provide funds to develop and enhance educational programs of violence and drug prevention, early intervention, and rehabilitation referral in elementary and secondary schools. We have spoken with the Region 10 Education Service Center and

will probably sign a Shared Services Agreement for them to provide services under Title IV.

*Title VI: Innovative Instructional Strategies.* This program is focused on improving student achievement through the planning and implementation of comprehensive school reform initiatives. We will work with parents and teachers in deciding how best to spend these funds. We will probably use the funds to purchase library materials, assessments, Core Knowledge reference materials, media materials, instructional and educational materials, and other curriculum materials that are tied to high academic standards, used to improve student achievement and be part of an overall education reform program.

*Migrant Education:* We will receive technical assistance from Region 10 ESC, will send a representative to the Migrant Services Coordination Academy, will give out-of-state TAAS when appropriate and will assign a Migrant Services Coordinator.

*Section 504:* The students who qualify for Section 504 have a physical or mental impairment that substantially limits one or more major life activities or a history of such impairment. We will evaluate children using validated tests and trained personnel. We will notify parents before a child is placed. A+ ACADEMY will provide a free appropriate education to school age children within our jurisdiction who qualify under Section 504.

## ***XII. Educational Plan (Scored by Review Committee)***

***G. Describe how your school will meet the needs of children who qualify for other state programs such as: Bilingual/English as a Second Language (ESL), State Compensatory Education, Dyslexia, and Gifted and Talented.***

*Bilingual/ESL:* It is the intent of A+ ACADEMY to identify limited English proficient (LEP) students, provide bilingual education and English as a second language (ESL) programs, ensure that LEP students are afforded full opportunity to master the essential skills and knowledge required by the state, and assess achievement of these students to ensure accountability for LEP students. We will assign a Bilingual/ESL Coordinator to insure that we comply with all Federal and state laws and regulations and to see that we best serve students who qualify for these programs.

*State Compensatory Education (Section 42.152):* The purpose of state comp ed funds is to increase the achievement and reduce the dropout rate of identified of identified students in at-risk situations. Our funding will be determined by averaging the best six months' enrollment in the national school lunch program for the preceding school year. We will identify students in at-risk situations using the criteria in the Texas Education Code Section 29.081. We will work with parents and teachers to determine how best to expend comp ed funds. We will probably use these funds for salaries for teaching assistants, technology for educational programs, extra supplies and materials and consultants who specialize in at-risk situations.

*Dyslexia:* A+ ACADEMY will ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented. The Board understands these procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.

A+ ACADEMY's procedures will be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating, dyslexia and related disorders described in "Procedures Concerning Dyslexia and Related Disorders," a set of flexible guidelines available to local schools. Screening for dyslexia students will only be done by individuals/ professionals who are trained to assess students for dyslexia and related disorders.

The proposed charter school will either purchase a reading program or develop its own reading program for students with dyslexia and related disorders, as long as the program is characterized by the descriptors found in "Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students will be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Procedures Concerning Dyslexia and Related Disorders" and in the professional development activities specified by the school's campus planning and decision making committee.

Before an identification or assessment procedure is used selectively with an individual student, the school will notify the student's parent or guardian or another person standing in parental relation to the student. Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, will be informed of all services and options available to the student under that federal statute.

Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders will be available at the school as outlined in the "Procedures Concerning Dyslexia and Related Disorders."

Depending on the number of dyslexic children enrolled, the school may provide a parent education program for parents/guardians of students with dyslexia and related disorders. Such a program, if offered, would include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.

All regional education service centers have dyslexia contact persons. A+ ACADEMY will draw on the resources of Region 10 ESC to prepare for meeting the special needs of students having dyslexia.

*Gifted and Talented* - With respect to student assessment of gifted and talented children, the Board will develop written policies on student identification of gifted and talented students and such policies will be disseminated to parents. The policies will

include:

- provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students
- data and procedures designed to ensure that students from all populations enrolled in the school have access to assessment and, if identified, services for the gifted/talented program
- provisions for final selection of students to be made by a committee of at least three educators from the school who have received training in the nature and needs of gifted students; and
- provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of the school's decisions regarding program placement.

With respect to Professional Development for teachers of gifted and talented students, the school will ensure that:

- teachers who provide instruction and services that are a part of any program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.



With respect to delivery of student services to gifted and talented children, the school will provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 6 and shall inform parents of the opportunities. Options will include:

- instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently
- a continuum of learning experiences that leads to the development of advanced level products and performances
- in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- opportunities to accelerate in areas of strength

## **XII. Educational Plan (Scored by Review Committee)**

**H. Describe how your school will identify and provide educational support for students who are identified as being "at risk of dropping out of school" as defined in TEC §29.081(d).**

We will use the at-risk criteria listed in TEC §29.081(d) for pre-k through grade 6 and grade 7 through grade 12 to identify students who are "at-risk of dropping out of school".

A+ ACADEMY staff will proceed from the belief that all students can achieve at high levels given a school climate that conveys a message of caring, respect, nurturing and high expectations for achieving.

The charter school staff will take a multi-pronged approach to address the needs of the at-risk students, including:

- ◆ Individual and small group mentoring by community and business and industry partners who have demonstrated a commitment to assist young people in surmounting environmental barriers to their success.
- ◆ By partnering with existing services for at-risk student support.
- ◆ Utilizing George Taylor's programs that are designed to promote self-esteem. Specific strategies Taylor recommends for improving the self-concept include:
  - Praising rather than criticizing
  - Teaching students to set achievable goals
  - Teaching students to praise themselves and to capitalize on their strong points
  - Teaching students to praise others
  - Setting realistic expectation levels
  - Teaching children to have confidence in themselves
  - Praising students for achieving or failing after attempting to achieve
  - Praising students for successfully completing a test or project
  - Praising students for positive criticism
  - Accepting student's contributions without judgment

- Listening to children; they have important information to share
- Maintaining a "you can do it" philosophy
- Presenting challenges for students
- Providing movement and freedom in the classroom for achievement of objectives
- Listening to how you talk to students
- Catching someone doing something right and telling him/her about it
- Attacking the behavior, not the student; separate behavior from the student
- Using modeling or other techniques to reduce maladaptive behavior
- Teaching students to respect themselves and others
- Teaching students to be proud of their heritage
- Providing activities that incorporate parental involvement.

**XII. Educational Plan (Scored by Review Committee)**

***1. Other Student Activities (athletics, publications, clubs, and organizations)***

***1. Describe the programs planned for the charter school***

We believe that extra-curricular programs are critical to providing a well-rounded education to all students. Student self-esteem is built by excelling in *any* area. We use extra-curricular activities to promote self-esteem in students. We will give them many opportunities to showcase their abilities, such as parades, talent shows, performances, games, etc. By building a child's self-esteem in these areas, self-esteem spills over into the student's academics. They must pass to play.

We will work with parents and students to determine which programs are most desired and will implement as many as possible. We hope to have a band, orchestra, keyboard, chorus, drama and visual arts. For athletics, we foresee offering flag-football, basketball, track and field, gymnastics, cheerleading, colorguard, and rifle corp. Students will be involved with the production of a school newsletter and yearbook. We hope to offer an FFA program, a chess club and many other clubs and organizations. **See Appendix V for pictures of extra-curricular activities currently being offered at our current school.**

**XII. Educational Plan (Scored by Review Committee)**

***1. Other Student Activities (athletics, publications, clubs, and organizations)***

***2. Describe whether any agreements have been entered into or plans developed with other public or private agencies.***

A+ ACADEMY has not yet entered into any agreements or developed plans with any public or private agencies regarding student activities. We anticipate that we might enter agreements with the University Scholastic League, local sports leagues, local

agencies such as Boy and Girl Scouts and YMCA/YWCA and facility operators such as city parks departments and other school districts.

## **XII. Educational Plan (Scored by Review Committee)**

### **J. Student Assessment**

- 1. Describe your plan to assess individual student performance in the core academic areas. Include the process to determine the baseline of achievement levels of students, the results to be achieved and the methods of measurement to be used.**
- 2. Describe the methods to identify the educational strengths and needs of individual students and the extent to which educational goals and performance standards are being met.**
- 3. Describe how student evaluation results will be used by the school to improve instructional programs.**

The charter school will use multiple means of assessing students. Authentic and performance-based assessments along with standardized assessments will be used. At the point of entry into the school, all students will be given a series of national standardized tests (probably the Stanford 9) to establish a baseline of academic performance, learning styles, interest levels, and to identify special needs that should be provided to enhance academic success.

The assessment results will serve as a baseline for where students are functionally and academically. Twice per year students will again be assessed and their progress monitored. These measures will serve continually to alert the school to any remediation that may be needed.

Our two main methods of assessment will be TAAS and the Stanford 9 Achievement Test.

The school will administer reading proficiency tests in English (RPTE) to limited English proficient (LEP) students in Grades 3 through 6 and RPTE will be used along with English and Spanish TAAS to provide a comprehensive assessment system for LEP students. RPTE will be given annually to LEP students not yet taking TAAS in English, including those students taking TAAS in Spanish. The assessment will measure annual growth in English reading proficiency during the time in which LEP students are not proficient enough in English to take the English version of the TAAS.

The school will use an alternative assessment to assess special education students in Grades 3-6 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAAS is an inappropriate measure of their academic progress. This test will assess the areas of reading, writing, and mathematics. Students will be assessed at their appropriate instructional levels, as determined by their ARD committees, rather than at their assigned grade level. The alternative assessment will be administered on the same schedule as TAAS and will be designed to measure

annual growth based on appropriate expectations for each student as decided by the student's ARD committee. The alternative assessment will be designed in such a way as to bridge into TAAS and is expected to become a part of the school accountability system in the 2002-2003 school year. The alternative assessment is scheduled for implementation in spring of 2001.

The TAAS scores will not be used to determine grade level placement (although TAAS can be used to identify children who are in an at-risk situation). The school will instead administer an appropriate assessment that may be either norm-referenced or not norm-referenced. For pre-kindergarten through Grade 6, the state permits use of either a locally-developed instrument or a commercially-developed assessment to determine readiness.

A+ ACADEMY will use a standardized instrument such as the Stanford 9 to determine baseline data and academic growth. Students in all grades will be tested annually.

The school will determine what constitutes "satisfactory performance" on any readiness test. If the readiness test is given for the purpose of identifying students in an at-risk situation, it will be given at the beginning of the school year rather than at the end.

We will also perform an organizational assessment. Students and parents will be regularly surveyed to determine their satisfaction with the various elements of the charter school. A program evaluation will be done two times per year. Formative evaluations will be performed to determine the mid-year changes that need to be made and summative evaluations will be performed to make critical decisions.

***XII. Educational Plan (Scored by Review Committee)***

***D. ATTACHMENTS (limit to 50 pages)***

***All attachments should be numbered and clearly referenced to in the text. Choice of attachments are up to the applicant, though they should be used to provide evidence, support a particular aspect of the application, or lend insight into the applicant group.***

# APPENDICES

00101

# APPENDIX A

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

DEPARTMENT OF THE TREASURY

Date:

**JUN 21 1983**

RYLKE FAMILY FAITH ACADEMY  
10327 RYLKE RD  
DALLAS, TX 75253

Employer Identification Number:  
75-2791729

DLN:  
17053054012029

Contact Person:  
JOYCE V. REINSMA ID# 75706

Contact Telephone Number:  
(877) 829-5500

Accounting Period Ending:  
August 31

Form 990 Required:  
No

Addendum Applies:  
Yes

Dear Applicant:

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

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

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

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

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

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

00103

**RYLIE FAMILY FAITH ACADEMY**

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

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

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

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

The law requires you to make your annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your exemption application, any supporting documents and this exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are made widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form

00104



RYLIE FAMILY FAITH ACADEMY

990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

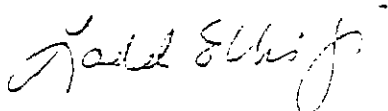
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal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

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

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

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

RYLIE FAMILY FAITH ACADEMY

By the Commissioner's discretionary authority, church related schools below college level are excepted from filing an annual return. See Income Tax Regulations 1.6033-2(g)(1)(vii). Please note that because you are presently under contract to the Texas Education Agency as a charter school you are not required to provide evidence that you are complying with Revenue Procedure 75-50 since you are considered to be a "public" rather than a private school for purposes of that Revenue Procedure. If you cease to be a charter school at any time, you will need to notify our office since we will need to ascertain that you are in compliance with Revenue Procedure 75-50 at that time.

00105

# APPENDIX B



The State of Texas  
Secretary of State

CERTIFICATE OF INCORPORATION  
OF

RYLIE FAMILY FAITH ACADEMY  
CHARTER NUMBER 01514350

THE UNDERSIGNED, AS SECRETARY OF STATE OF THE STATE OF TEXAS, HEREBY CERTIFIES THAT THE ATTACHED ARTICLES OF INCORPORATION FOR THE ABOVE NAMED CORPORATION HAVE BEEN RECEIVED IN THIS OFFICE AND ARE FOUND TO CONFORM TO LAW.

ACCORDINGLY, THE UNDERSIGNED, AS SECRETARY OF STATE, AND BY VIRTUE OF THE AUTHORITY VESTED IN THE SECRETARY BY LAW, HEREBY ISSUES THIS CERTIFICATE OF INCORPORATION.

ISSUANCE OF THIS CERTIFICATE OF INCORPORATION DOES NOT AUTHORIZE THE USE OF A CORPORATE NAME IN THIS STATE IN VIOLATION OF THE RIGHTS OF ANOTHER UNDER THE FEDERAL TRADEMARK ACT OF 1946, THE TEXAS TRADEMARK LAW, THE ASSUMED BUSINESS OR PROFESSIONAL NAME ACT OR THE COMMON LAW.

DATED NOV. 30, 1998

EFFECTIVE NOV. 30, 1998



00107

*Alberto R. Gonzalez*

Alberto R. Gonzalez, Secretary of State

ARTICLES OF INCORPORATION  
RYLIE FAMILY FAITH ACADEMY

FILED  
in the Office of the  
Secretary of State of Texas

NOV 30 1998

I, the undersigned natural person, a citizen of the State of Texas, of ~~the age of eighteen~~ (18) years or more, acting as an incorporator of a corporation under the Texas Non-Profit Corporation Act, do hereby adopt the following Articles of Incorporation for such corporation.

Article I

The name of the corporation is Rylie Family Faith Academy.

Article II

The corporation is a nonprofit corporation.

Article III

The period of its duration is perpetual.

Article IV

The corporation is organized exclusively for charitable, educational and scientific purposes, including specifically, without limitation, the operation of a private school or a Charter School (as defined by the State of Texas) for grades Pre-K through 12, and any related exempt activities.

Article V

The street address of the initial registered office of the corporation is 10327 Rylie Road, Dallas, Texas 75253, and the name of its initial registered agent at such address is Karen Belknap.

Article VI

The management of the corporation is vested in its Board of Trustees. The Bylaws of the corporation will provide for the qualifications and manner of selection, duties, terms and other matters relating to the Board of Trustees. The initial Board of Trustees shall consist of five (5) individuals, whose names and addresses are as follows:

Karen R. Belknap  
3006 Pruitt Ave.  
Dallas, TX 75217

Donald E. Belknap  
3006 Pruitt Ave.  
Dallas, TX 75217

Dr. Shala White  
2031 DracenaDr., #105  
Los Angeles, CA 90027

00108

Brenton White  
2789 Franklin Dr., #527  
Mesquite, TX 75150

Dorothy L. Harris  
7424 County Rd. 3152  
Tyler, TX 75708

The number of Trustees may be increased or decreased by adopting or amending the bylaws. The number of Trustees may not be decreased to fewer than five (5)

#### Article VII

The corporation will have no members.

#### Article VIII

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its exempt purposes. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation, exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

#### Article IX

Upon the dissolution of the corporation, assets shall be distributed to one or more exempt entities within the meaning of Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized and operated exclusively for such purposes.

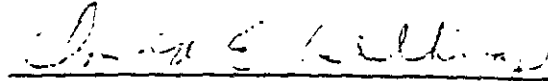
#### Article X

The corporation shall structure and conduct its affairs in accordance with the provisions of the Texas Non-Profit Corporation Act.

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Article XI

The name and address of the incorporator is Donald E. Belknap 3006 Pruitt Ave., Dallas, TX 75217.

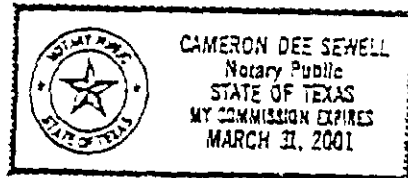
  
Donald E. Belknap, Incorporator

THE STATE OF TEXAS §

COUNTY OF DALLAS §

I, the undersigned Notary Public, do hereby certify that on this date personally appeared before me Donald E. Belknap, known to me or proved to me by introduction upon the oath of a personally known to me, and who, being by me first duly sworn, upon his oath acknowledged to me that he executed the foregoing document as incorporator and that the statements contained therein are true and correct to the best of his knowledge and belief.

Given under my hand and seal of office this 19<sup>th</sup> day of November, 1998.



# APPENDIX C

00111

*At Academy*

BYLAWS  
OF  
RYLIE FAITH FAMILY ACADEMY

ARTICLE I.  
Members

The corporation shall have no members.

ARTICLE II.  
Trustees

2.1 Number of Trustees. The number of Trustees of the corporation shall be at least five (5) and not more than nine (9). The initial Board of Trustees (the "Board") shall have five (5) members. The Trustees shall be elected at annually by the Board of Rylie Faith Family Church, and each Trustee shall hold office for the term provided in Section 2.2 of this Article.

2.2 Election of Trustees. The Board of Trustees named in the corporation's Articles of Incorporation (the "Articles") shall continue to serve until their successors are elected by the Board of the Rylie Faith Family Church and until such successors assume office or, if sooner, until such Trustee(s) die, resign or otherwise cease to serve. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the remaining Trustees, even though the remaining Trustees constitute less than a quorum of the Board as fixed by Section 2.6 of this Article. A Trustee elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

2.3 General Powers. The business and affairs of the corporation shall always be managed and controlled by its Board which may exercise all powers of the corporation.

2.4 Annual Meetings. An annual meeting of the Board shall be held each year on a date set by the Board, at which all officers of the corporation shall be elected, and there shall be transacted such other business as may properly be brought before the meeting.

2.5 Special Meetings. Special meetings of the Board may be called by the President on two (2) days' notice to each Trustee either personally or by telegram, or on five (5) days' notice to each Trustee if notice is given by mail. Special meetings shall be called by the Secretary in like manner and on like notice, on the written request of any two (2) Trustees.

2.6 Quorum. At all meetings of the Board, a quorum for transaction of business shall be the presence of a majority of the number of Trustees constituting the Board at that time. The affirmative vote of at least a majority of the Trustees present at any meeting at which there is a



quorum shall be the act of the Board, except as may be otherwise specifically provided by the Texas Non-Profit Corporation Act (herein called the "Act"), the Articles of Incorporation or these Bylaws. If a quorum shall not be present at any meeting of the Trustee, the Trustee present thereat may adjourn the meeting from time to time without notice other than announcement at the meeting, until a quorum shall be present.

2.7 Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board or of any committee designated by the Board may be taken without a meeting if a written consent, setting forth the action so taken, is signed by all members of the Board or of such committee, and such consent shall have the same force and effect as a unanimous vote at a meeting.

2.8 Meetings by Conference Telephone. Members of the Board or members of any committee designated by the Board may participate in and hold a meeting by means of conference telephone or similar communications equipment at which all persons participating in the meeting can hear each other, and participation in such meeting shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

### ARTICLE III. Committees

3.1 Executive Committee. The Board may establish an Executive Committee to consist of the President and at least two other Trustees (such committee may have additional members who are not Trustees provided that a majority of the members of the committee are Trustees) selected by the President and approved of by the Board at an annual or regular meeting of the Board or at a special meeting of the Board called for the purpose of considering approval of persons selected for membership to the Executive Committee. The President shall serve as chairman of the Executive Committee. The Executive Committee may be given responsibility for part or all of the programs, activities and affairs of the corporation; however, all actions of the Executive Committee shall be subject to approval by the Board of Trustees.

3.2 Other Committees. The Board may designate other committees, each committee to consist of two or more persons, a majority of whom are Trustees, which committees may have and exercise the authority of the Board in the management and operation of the corporation. Such committee or committees shall perform such functions and shall have such name or names as may be designated by the Board and shall keep regular minutes of their proceedings and report the same to the Board when required. All such committees shall be subject to the direction of the Board of Trustees.

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**ARTICLE IV.**  
**Indemnification**

4.1 Indemnification. The corporation shall indemnify any person who is or was a Trustee, officer, agent or employee of the corporation for expenses and costs (including attorneys' fees and fines) actually and necessarily incurred in connection with any claim asserted against such Trustee, officer, agent or employee, by action in court or otherwise, by reason of being or having been a Trustee, officer, agent or employee; provided that with respect to: (i) any criminal action or proceeding, such person had no reasonable cause to believe that the conduct was unlawful; or (ii) any civil claim, issue or matter, such person shall not be guilty of gross negligence or willful misconduct in the performance of his or her duties to the corporation. Termination of any action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that such person had reasonable cause to believe that the conduct was unlawful, or that such person did not act in good faith or in a manner which he or she reasonably believed to be in or not opposed to the best interest of the corporation.

4.2 Procedure for Indemnification. Indemnification shall be made by the corporation only as authorized in each specific case upon the determination that indemnification of such person is proper in the circumstances because he or she has met the applicable standards of conduct as set forth in Section 4.1 hereof. Such determination shall be made: (i) by the Board of Trustees by a majority vote of a quorum consisting of Trustees who were not parties to such action, suit or proceeding; or (ii) if such quorum is not obtainable, by independent legal counsel in a written opinion. Indemnification so determined may be paid, in part, before the termination of such action, suit or proceeding upon the receipt by the corporation of an undertaking by or on behalf of the person claiming such indemnification to repay all sums so advanced if it is subsequently determined that he or she is not entitled thereto as provided in this Article.

4.3 Other Provisions. To the extent that a Trustee, officer, employee or agent of the corporation has been successful on the merits or otherwise in the defense of any action, suit or proceeding, whether civil or criminal, such person shall be indemnified against such expenses (including costs and attorneys' fees) actually and reasonably incurred by him or her in connection therewith. Indemnification provided herein shall be exclusive of any and all other rights and claims to which those indemnified may be entitled as against the corporation and every Trustee, officer and employee thereof. The indemnification provided herein shall inure to the benefit of the heirs, executors, and administrators of any person entitled thereto under the provisions of this Section.

4.4 Insurance. The corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee or agent of the corporation, against any liability asserted against such person and incurred by such person in any such capacity, arising out of the status as such, whether or not the corporation would have the power to indemnify such person against such liability under the provisions of this Section.

0011

## ARTICLE V.

### Notices

5.1 Form of Notice. Whenever under the provisions of the Act, the Articles of Incorporation or these Bylaws, notice is required to be given to any Trustee or committee member, and no provision is made as to how such notice shall be given, it shall not be construed to mean personal notice, but any such notice may be given in writing, by mail, postage prepaid, addressed to such trustee or committee member at such address as appears on the books of the corporation. Any notice required or permitted to be given by mail shall be deemed to be given at the time when the same be thus deposited, postage prepaid, in the United States mail as aforesaid.

5.2 Waiver. Whenever any notice is required to be given to any Trustee or committee member under the provisions of the Act, the Articles of Incorporation or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, shall be deemed equivalent to the giving of such notice.

## ARTICLE VI.

### Officers

6.1 In General. The officers of the corporation shall be elected by the Board and shall be a Trustee (who shall also serve as President and may serve as Superintendent of the School District), one or more Vice Presidents, a Secretary and a Treasurer. Two or more offices may be held by the same person, except that the offices of President and Secretary shall be held by different persons.

6.2 Election. The Board may at its annual meeting each year shall elect a Superintendent of the School District, President, one or more Vice Presidents, a Secretary and a Treasurer. The Board may appoint such other officers and agents as it shall deem necessary and may determine the salaries of all officers and agents from time to time. The officers shall hold office until their successors are chosen and qualified. Any officer elected or appointed by the Board may be removed by the Board whenever in its judgment the best interests of the corporation would be served thereby. Election or appointment of an officer or agent shall not of itself create contract rights.

6.3 President. The President shall be the chief executive officer of the corporation, responsible to the Board for operation and administration of the corporation's programs, activities and affairs, and shall have general authority over all other officers of the corporation, shall preside at all meetings of the Board, shall be responsible for the general and active management of the activities of the corporation and shall have such other powers and duties as may from time to time be assigned by the Board.

6.4 Vice President. The Vice President shall, in the absence or disability of the President, perform the duties and exercise the powers of the President, and shall generally assist the President and perform such other duties as the Board shall prescribe. In the event that more than one Vice President has been elected, then the first Vice President elected shall act in the absence or disability of the President.

6.5 Secretary. The Secretary shall attend all sessions of the Board and record all votes and the minutes of all proceedings in a book to be kept for that purpose, and shall perform like duties for any other committees of the Board when required. The Secretary shall give, or cause to be given, notice of all special meetings of the Board, and shall perform such other duties as may be prescribed by the Board, under whose supervision the secretary shall be. The secretary shall keep in safe custody the seal of the corporation.

6.6 Treasurer. The Treasurer shall have the custody of all corporate funds and securities, and shall keep full and accurate accounts of receipts of the corporation, and shall deposit all monies and other valuable effects in the name and to the credit of the corporation in such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, taking proper vouchers for such disbursements, and shall tender to the Trustees, at the regular meetings of the Board or whenever they may require it, an account of all his transactions as Treasurer and of the financial condition of the corporation, and shall perform such other duties as may be prescribed by the Board.

## ARTICLE VII. Conflicts of Interest Policy

7.1 Purpose. The purpose of the conflicts of interest policy is to protect the corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Trustee of the corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

### 7.2 Definitions.

1. Interested Person. Any Trustee, principal officer, or member of a committee with Board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person. If a person is an interested person with respect to the corporation or any affiliate of the corporation, he or she is an interested person with respect to the corporation and all affiliated entities.

2. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

- a. an ownership or investment interest in any entity with which the corporation has a transaction or arrangement; or
- b. a compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement; or
- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest is not necessarily a conflict of interest. Under Section 7.3, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

### 7.3 Procedures.

1. Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts to the Trustees and members of committees with Board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest.

- a. An interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

- b. The chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

- c. After exercising due diligence, the Board or committee shall determine whether the corporation can obtain a more advantageous transaction or

arrangement with reasonable effort from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4. Violations of the Conflict of Interest Policy.

a. If the Board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has, in fact, failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and correction action.

7.4 Records of Proceedings. The minutes of the Board and all committee with board-delegated powers shall contain:

1. the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.

2. the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

7.5 Annual Statements. Each Trustee, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

1. has received a copy of the conflicts of interest policy contained herein:
2. has read and understands the policy:

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3. has agreed to comply with the policy; and

4. understands that the corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

7.6 Periodic Reviews. To ensure that the corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization except from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining.

2. Whether acquisitions of physician practices and other provider services result in inurement or impermissible private benefit.

3. Whether partnership and joint venture arrangements and arrangements with management service organizations and physician hospital organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the corporation's charitable purposes and do not result in inurement or impermissible private benefit.

4. Whether agreements to provide health care and agreements with health care providers, employees, and third party payors further the corporation's charitable purposes and do not result in inurement or impermissible private benefit.

7.7 Use of Outside Experts. In conducting the periodic reviews provided for in Section 7.7, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

#### ARTICLE VIII. U.S. Income Tax Status

The corporation has been organized and shall at all times be operated exclusively as an organization described in Section 501(c)(3) (excluding testing for public safety) of the Internal Revenue Code of 1986, as amended (the "Code") and Section 509(a)(1) or (2) of the Code and will be an organization described in Section 170(c)(2) of the Code to which contributions are deductible under Section 170(a) of the Code.

00119

**ARTICLE IX**  
**NONDISCRIMINATION POLICY**

Rylie Academy admits students of any race, sex, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, or other school-administered programs.

**ARTICLE X.**  
**General Provisions**

10.1 Fiscal Year. The fiscal year of the corporation shall be determined by the Board.

10.2 Seal. The corporation shall have a seal and said seal may be used by causing it or a facsimile thereof to be impressed or affixed or in any manner reproduced. Any officer of the corporation shall have authority to affix the seal to any document requiring it.

10.3 Annual Statement. The Treasurer shall present at each annual meeting of the Board a full and clear statement of the activities and conditions of the corporation.

10.4 Examination of Books and Records. Each Trustee shall have the right to examine the books and records of the corporation during its normal business hours.

10.5 Principal Office. The principal office of the corporation shall be at 10327 Rylie Road, Dallas, Texas.

10.6 Gifts. The Board may accept on behalf of the corporation any contribution, gift, grant, bequest, or devise for the general purposes or for any special purpose of the corporation.

10.7 Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation and in such manner as from time to time may be determined by resolution of the Board of Trustees.

10.8 Deposits. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such depositories as the Board of Trustees by resolution, may select.

00120



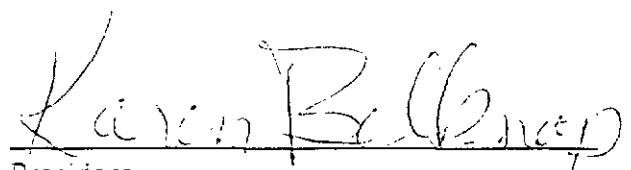
ARTICLE XI.

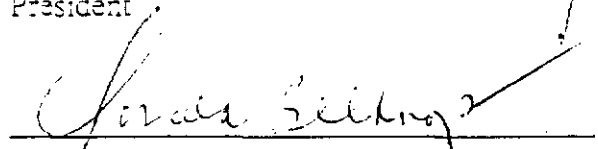
**Bylaws**

9.1 Amendments. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority of Trustees constituting the full Board at any annual or regular meeting of the Board or at any special meeting of the Board called for that purpose.

9.2 When Bylaws Silent. It is expressly recognized that when the Bylaws are silent as to the manner of performing any corporate function, the provisions of the Act shall control.

9.3 Effective Date. These Bylaws shall be effective as of the 19<sup>th</sup> day of Jan, 1998.

  
\_\_\_\_\_  
President

  
\_\_\_\_\_  
Secretary



Internal Revenue Service  
District Director  
Internal Revenue Service Center  
P.O. BOX 192  
COVINGTON KY 41012-0192929

Department of the Treasury  
Southeast Region  
F-5548 ALS EO  
Refer Reply To:  
17053-054-01202-9  
F1023 /28

Date: February 23, 1999

RYLIE FAITH FAMILY ACADEMY  
10327 RYLIE RD  
DALLAS TX 75253

Document Locator Number: 17053-054-01202-9  
User Fee Paid: \$ 500

**ACKNOWLEDGEMENT OF YOUR REQUEST**  
**Notification of Potential Third Party Contact**

We have received your application for recognition of exemption from Federal income tax and have assigned it document locator number 17053-054-01202-9. You should refer to that number in any communication with us concerning your application.

We will review your application and send a reply as soon as possible. However, we must process applications in the order that we receive them. During the processing of your application, we may need to contact third parties. Third party contacts may include, but are not limited to, state agencies, banks, etc. We are providing this information to you in accordance with section 7602(c)(1) of the Internal Revenue Code, which is effective for third party contacts made after January 13, 1999. You are not required to take any action.

You may normally expect to hear from us within (120 days). If you do not hear from us within that period and choose to write again, please include a copy of this letter with your correspondence. Also, please provide a telephone number and the most convenient time to call if we need to contact you. If you wish, you may call E. Wolf between the hours of 8:00 a.m. and 4:30 p.m. EST at (877) 829-5500 for assistance.

Thank you for your cooperation.

Form 5548 EOAB ALS

00122



# APPENDIX D

TEXAS EDUCATION AGENCY  
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT  
BIOGRAPHICAL AFFIDAVIT  
(Print or Type)

Full Name of Sponsoring Entity and Name of Proposed Charter School: Rylie Faith Family Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): Karen Rose Belknap

2. Have you ever had your name changed? NO If yes, give reason for the change: \_\_\_\_\_

b. Maiden Name (if female) Lewis

c. Other names used at any time White

3. Social Security Number: [REDACTED]

4. Date and Place of Birth 5-27-48

5. Business Address: 10327 Rylie Road, Dallas, Texas 75217

Business Telephone: (972) 557-5578

6. List your residences for the last ten (10) years starting with your current address, giving:

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
<u>1989 - 2000</u>	<u>3006 Pruitt Avenue</u>	<u>Dallas, Texas</u>	<u>75227</u>

7. Education: Dates, Names, Locations and Degrees

College 1975 - 1980 Kansas University, Lawrence, Kansas B.A.

Graduate Studies 1988 University of East Texas Masters

Others \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. List Membership in Professional Societies and Associations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Present or Proposed Position with the Proposed Charter School : \_\_\_\_\_  
School Board Superintendent  
\_\_\_\_\_

10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
1980 - 1998	Faith Family Ministries	3415 S. R.L. Thornton Fwy.	Minister
1998 - 2000	Rylie Faith Family Church		Minister

11. Present employer may be contacted:  Yes    No    (Circle One)  
Former employers may be contacted:  Yes    No    (Circle One)

12. a. Have you ever been in a position which required a fidelity bond? NO  
If any claims were made on the bond, give details: \_\_\_\_\_

b. Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? NO  
If yes, give details: \_\_\_\_\_  
\_\_\_\_\_

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):  
NONE  
\_\_\_\_\_  
\_\_\_\_\_

14. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? NO If yes, give details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? \_\_\_\_\_  
If yes, give details: Will administer new schools.

16. Have you ever been adjudged bankrupt? NO

17. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging any felony, or charging a felony or misdemeanor involving moral turpitude, or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO  
If yes, give details: \_\_\_\_\_

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? NO

19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? NO. If so, please furnish details: \_\_\_\_\_

Dated and signed this 20th day of January, 2000, at Dallas, Texas

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

[Handwritten Signature]  
(Signature of Affiant)

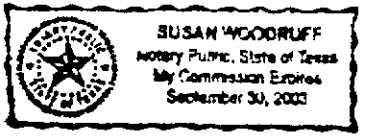
State of Texas  
County of Dallas

Personally appeared before me the above named Karen Belknap personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 20th day of January, 2000

(SEAL)

[Handwritten Signature]  
(Notary Public)  
My commission expires 9/30/03



TEXAS EDUCATION AGENCY  
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT  
BIOGRAPHICAL AFFIDAVIT  
(Print or Type)

Full Name of Sponsoring Entity and Name of Proposed Charter School: Rylie Faith Family Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (initials Not Acceptable): Donald Ernest Beiknao

2. Have you ever had your name changed? NO If yes, give reason for the change.

b. Maiden Name (if female): \_\_\_\_\_

c. Other names used at any time \_\_\_\_\_

3. Social Security Number: [REDACTED]

4. Date and Place of Birth: 4/14/44 Gainsville, Florida

5. Business Address: 10327 Rylie Road, Dallas, Texas 75217

Business Telephone: (972) 557-3578

6. List your residences for the last ten (10) years starting with your current address, giving:

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
<u>1989 - 2000</u>	<u>3006 Pruitt Avenue</u>	<u>Dallas, Texas</u>	<u>75227</u>

7. Education: Dates, Names, Locations and Degrees

College 1962-1963, Arlington College, Arlington, Texas; 1963-1966, Preston Road Theological Seminary, Ministry Degree; 1966-1968, Baking & Confectionary School, Baking Degree;

Graduate Studies 1973-1976, El Centro College, Business Degree, Computer Science.

Others Dale Carnegie Course, 1976

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8. List Membership in Professional Societies and Associations: Church Member all my life

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9. Present or Proposed Position with the Proposed Charter School: Assistant to Administrator

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10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
1994 - 1998	Faith Family Fellowship	3415 S. R.L. Thornton Fwy.	Minister-
1998 - 1999	Rylie Faith Family Academy	10327 Rylie Rd.	
1962 - 1994	Ralston Purina	St. Louis, Missouri	Supervisor
1962 - 1979	Cross Rd. Church of Christ	Mesquite, Texas	Pastor
1980 - 1994	Belt Line Faith Family	Mesquite, Texas	Pastor

11. Present employer may be contacted:  Yes  No (Circle One)  
 Former employers may be contacted:  Yes  No (Circle One)

12. a. Have you ever been in a position which required a fidelity bond? NO  
 If any claims were made on the bond, give details: \_\_\_\_\_

b. Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? NO  
 If yes, give details: \_\_\_\_\_

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13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):  
Minister's Licenses, 1966 - 1976, State of Texas  
Did not minister in that organization anymore.

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14. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? NO If yes, give details: \_\_\_\_\_

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15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? \_\_\_\_\_  
If yes, give details: My wife, Karen Belknap, and I, Don Belknap, will administer new school.

16. Have you ever been adjudged bankrupt? NO

17. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging any felony, or charging a felony or misdemeanor involving moral turpitude, or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO  
If yes, give details: \_\_\_\_\_

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? NO

19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? NO. If so, please furnish details: \_\_\_\_\_

Dated and signed this 20th day of January, 2000 at 10327 Rylie Rd., Dallas, Texas

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

*James Ernest Belknap*  
(Signature of Affiant)

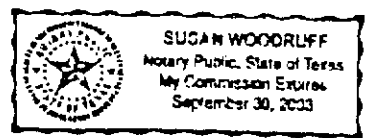
State of Texas  
County of Dallas

Personally appeared before me the above named Donald Belknap personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 20th day of January, 2000

(SEAL)

*Susan Woodruff*  
(Notary Public)  
My commission expires 9/30/03



C1

**TEXAS EDUCATION AGENCY**  
**OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT**  
**BIOGRAPHICAL AFFIDAVIT**  
(Print or Type)

Full Name of Sponsoring Entity and Name of Proposed Charter School: \_\_\_\_\_  
Rylie Faith Family Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): Dr. Shala LaRose White

2. Have you ever had your name changed? NO if yes, give reason for the change: \_\_\_\_\_

b. Maiden Name (if female): \_\_\_\_\_

c. Other names used at any time: \_\_\_\_\_

3. Social Security Number: [REDACTED]

4. Date and Place of Birth: Nov. 26, 1969 Lawrence, Kansas

5. Business Address: 19327 Rylie Road, Dallas, Texas 75227

Business Telephone: (972) 286-1164

6. List your residences for the last ten (10) years starting with your current address, giving:

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
1990 - 1993	3006 Pruitt Avenue	Dallas, Texas	75227
1994 - 1995	105 Log Trail Drive	Baldwin, Missouri	63011
1995 - 1998	2031 Cracend Drive #105	Los Angeles, Cal.	90027
1999 - Current	3006 Pruitt Avenue	Dallas, Texas	75227

7. Education: Dates, Names, Locations and Degrees

College Dallas County Community College, 1987-1988, 1992-1994

East Texas State University, 1988-1990, Bachelor of Science-Biology

Graduate Studies Logan College, 1994-1995

Cleveland Chiropractic College, 1995-1998, Doctor of Chiropractic

00130

Others \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. List Membership in Professional Societies and Associations: \_\_\_\_\_  
Texas Chiropractic Association, Phi Theta Kappa, American Chiropractic Association  
\_\_\_\_\_

9. Present or Proposed Position with the Proposed Charter School : \_\_\_\_\_  
Curriculum Administrator, Teacher  
\_\_\_\_\_

10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
1998 - Present	Rylie Academy	10327 Rylie Rd., Dallas, Texas	Administrator
1998	Glenfeliz Chiropractic	3171 Los Feliz Blvd., Los Angeles, CA	Intern
1995 - 1998	Cleveland Chiropractic	508 N. Vermont, Los Angeles, CA	Continuing
1990 - 1995	Financial General	11111 Kingsley, Dallas, Texas	Teller

11. Present employer may be contacted:  Yes  No (Circle One)  
Former employers may be contacted:  Yes  No (Circle One)

12. a. Have you ever been in a position which required a fidelity bond? NO  
If any claims were made on the bond, give details: \_\_\_\_\_

b. Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? NO  
if yes, give details: \_\_\_\_\_  
\_\_\_\_\_

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): \_\_\_\_\_  
Doctor of Chiropractic, December 1998 - Present, Texas Board of Chiropractic Examiners  
\_\_\_\_\_

14. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority or has such license held by you ever been suspended or revoked? NO If yes, give details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? YES  
If yes, give details: I will be an Administrator. Mr. Brenton White is my brother and will be a Principal.

16. Have you ever been adjudged bankrupt? NO

17. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging any felony, or charging a felony or misdemeanor involving moral turpitude, or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO  
If yes, give details: \_\_\_\_\_

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? NO

19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? NO. If so, please furnish details. \_\_\_\_\_

Dated and signed this 20th day of January, 2000, at 10327 Rylie Rd., Dallas, Texas 75217

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief

Dr. Shala LaRose White  
(Signature of Affiant)

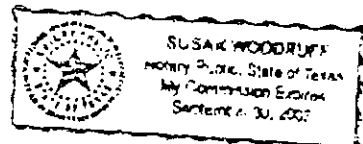
State of Texas  
County of Dallas

Personally appeared before me the above named Dr. Shala LaRose White personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 20th day of January, 2000

(SEAL)

Susan Woodruff  
(Notary Public)  
My commission expires 9/30/03



D 1

TEXAS EDUCATION AGENCY  
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT  
BIOGRAPHICAL AFFIDAVIT  
(Print or Type)

Full Name of Sponsoring Entity and Name of Proposed Charter School: Rylie Faith Family Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): John David Sebested

2. Have you ever had your name changed? NO If yes, give reason for the change: \_\_\_\_\_

b. Maiden Name (if female): \_\_\_\_\_

c. Other names used at any time: \_\_\_\_\_

3. Social Security Number\*: [REDACTED]

4. Date and Place of Birth: 3/16/62

5. Business Address: 10327 Rylie Road, Dallas, Texas 75217

Business Telephone: (972) 557-5578

6. List your residences for the last ten (10) years starting with your current address, giving:

DATES	ADDRESS	CITY AND STATE	ZIP CODE
8/99 - Present	3248 N. Galloway Ave. #413	Mesquite, Texas	75150
8/98 - 8/99	222 E. Riverside Dr. #127	Austin, Texas	
8/97 - 8/98	222 E. Riverside Dr. #212	Austin, Texas	
1/96 - 8/97	2500 Manor Rd.	Austin, Texas	
8/92 - 1/96	W. 6th	Austin, Texas	

7. Education: Dates, Names, Locations and Degrees

College Texarkana Community College, 1980-1981, Texarkana, Texas

University of Texas at Austin

Graduate Studies M.B.A., University of Texas at Austin

Others \_\_\_\_\_  
\_\_\_\_\_

8. List Membership in Professional Societies and Associations: NONE  
\_\_\_\_\_  
\_\_\_\_\_

9. Present or Proposed Position with the Proposed Charter School : \_\_\_\_\_  
Business Manager  
\_\_\_\_\_

10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
3/99 - Present	Rylie Academy	10327 Rylie Rd.	Business Manager
7/98 - 8/99	Self	222 E. Riverside Dr.	Consultant
12/97 - 7/98	Beacon Ed. Man	Boston, Massachusetts	Sales
3/96 - 12/97	Texas Academy of Excellence	2466 Manor Rd.	Bookkeeper
3/92 - 3/96	None - Grad School		
3/86 - 3/97	State of Georgia	Atlanta, Georgia	Engineer

11. Present employer may be contacted:  Yes  No (Circle One)

Former employers may be contacted:  Yes  No (Circle One)

12. a. Have you ever been in a position which required a fidelity bond? NO  
If any claims were made on the bond, give details: \_\_\_\_\_

b. Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? NO  
If yes, give details: \_\_\_\_\_

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):  
State of Georgia, Professional Engineering License, not updated  
\_\_\_\_\_

14. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? NO If yes, give details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? YES  
If yes, give details: For services provided in the Management of the Business Office

16. Have you ever been adjudged bankrupt? NO

17. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging any felony, or charging a felony or misdemeanor involving moral turpitude, or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO  
If yes, give details: \_\_\_\_\_

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? NO

19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? NO. If so, please furnish details: \_\_\_\_\_

Dated and signed this 20th day of January, 2000, at 10327 Rylie Road, Dallas, Texas 75217

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

David Sehested  
(Signature of Affiant)

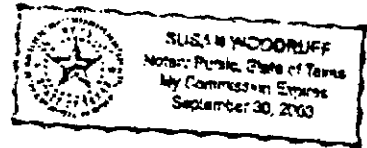
State of Texas  
County of Dallas

Personally appeared before me the above named John David Sehested personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 20th day of January, 2000

Susan Woodruff  
(Notary Public)  
My commission expires 9/30/03

(SEAL)



**TEXAS EDUCATION AGENCY**  
**OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT**  
**BIOGRAPHICAL AFFIDAVIT**  
(Print or Type)

Full Name of Sponsoring Entity and Name of Proposed Charter School: \_\_\_\_\_  
Rylie Faith Family Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): Dorothy Laura Lewis Harris

2. Have you ever had your name changed? YES If yes, give reason for the change: \_\_\_\_\_  
Marriage

b. Maiden Name (if female) Lewis

c. Other names used at any time \_\_\_\_\_

3. Social Security Number: [REDACTED]

4. Date and Place of Birth: April 23, 1951, Olton, Texas

5. Business Address: 10327 Rylie Road, Dallas, Texas 75217

Business Telephone: (972) 557-5573

6. List your residences for the last ten (10) years starting with your current address, giving:

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
<u>3/99 - Present</u>	<u>#1 Cheyenne Trail</u>	<u>Hutchins, Texas</u>	<u>75141</u>
<u>1/98 - 3/99</u>	<u>961 W. Bruton Rd., #102</u>	<u>Mesquite, Texas</u>	<u>75149</u>
<u>1996 - 1998</u>	<u>7424 CR 3152</u>	<u>Tyler, Texas</u>	<u>75708</u>
<u>1994 - 1996</u>	<u>10031 CR 490</u>	<u>Tyler, Texas</u>	<u>75706</u>
<u>1994</u>	<u>Rt. 2, Box 2904</u>	<u>Palestine, Texas</u>	<u>75801</u>
<u>1992 - 1994</u>	<u>5380 S. Elati #6</u>	<u>Littleton, Colorado</u>	<u>80120</u>
<u>1988 - 1994</u>	<u>8201 4A W. 9th</u>	<u>Lakewood, Colorado</u>	<u>80215</u>

7. Education: Dates, Names, Locations and Degrees

College 1968-1969, 1971, Mary Hardin Baylor, Belton, Texas; 1972, Metro State College, Denver, Colorado; 1974-1976, University of Wyoming, Laramie, Wyoming, B.A.

Graduate Studies M.B.A., 1979-1980, University of Wyoming, Laramie, Wyoming, M.B.A.



Others \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. List Membership in Professional Societies and Associations: \_\_\_\_\_  
N/A  
\_\_\_\_\_

9. Present or Proposed Position with the Proposed Charter School : \_\_\_\_\_  
Special Education Administrator, Trustee/School Board  
\_\_\_\_\_

10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
9/98 - Current	Rylie Academy	10327 Rylie Rd., Dallas, Texas	Special Ed.
Summer 1998	K-Mart	Tyler, Texas	Cashier
1994 - 1998	McDonalds	Lindale, Texas	Cashier
1988 - 1994	Bicker CPA Review	Englewood, Colorado	Asst. City Coord.
1985 - 1986	Winter Park Association	Winter Park, Colorado	Reservationist
1984 - 1985	Yellow Front	Winter Park, Colorado	Manager Trainee

11. Present employer may be contacted:  Yes  No (Circle One)

Former employers may be contacted:  Yes  No (Circle One)

12. a. Have you ever been in a position which required a fidelity bond? YES  
If any claims were made on the bond, give details: NO

b. Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? NO  
If yes, give details: \_\_\_\_\_  
\_\_\_\_\_

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): N/A  
\_\_\_\_\_  
\_\_\_\_\_

14. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? NO If yes, give details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? YES  
If yes, give details: I am Special Education Administrator.  
Cousin to Mrs. Karen Belknap, Superintendent.

16. Have you ever been adjudged bankrupt? NO

17. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging any felony, or charging a felony or misdemeanor involving moral turpitude, or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO  
If yes, give details: \_\_\_\_\_  
\_\_\_\_\_

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? NO

19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? NO. If so, please furnish details: \_\_\_\_\_  
\_\_\_\_\_

Dated and signed this 20th day of January  
2000, at 10327 Rylie Rd., Dallas, Texas

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Dorothy L. Harris  
(Signature of Affiant)

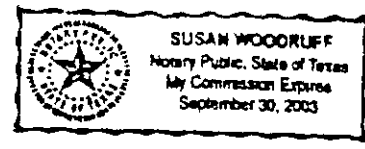
State of Texas  
County of Dallas

Personally appeared before me the above named Dorothy Laura Lewis Harris personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 20th day of  
January, 20 00

(SEAL)

Susan Woodruff  
(Notary Public)  
My commission expires 9/30/03



**TEXAS EDUCATION AGENCY  
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT  
BIOGRAPHICAL AFFIDAVIT  
(Print or Type)**

**Full Name of Sponsoring Entity and Name of Proposed Charter School:** Rylie Faith Family Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

**IF ANSWER IS "NO" OR "NONE", SO STATE.**

1. Full Name (Initials Not Acceptable): Brenton Paul deRenn White

2. Have you ever had your name changed? NO If yes, give reason for the change: \_\_\_\_\_

b. Maiden Name (if female) \_\_\_\_\_  
c. Other names used at any time \_\_\_\_\_

3. Social Security Number: [REDACTED]

4. Date and Place of Birth: 2/4/72 Topeka, Kansas

5. Business Address: 10327 Rylie Road, Dallas, Texas 75217  
Business Telephone: (972) 557-5578

6. List your residences for the last ten (10) years starting with your current address, giving:

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
1/97 - Present	2784 Franklin Dr. #527	Mesquite, Texas	75150
9/96 - 8/97	1459 Los Angeles Ave.	Los Angeles, CA	90026
5/95 - 5/96	1816 Redcliff St.	Los Angeles, CA	90026
9/94 - 5/95	1144 W. 24th St., Apt. 2	Los Angeles, CA	90007
9/90 - 5/94	140 Bay State Rd., Box 1436	Boston, Massachusetts	02215
12/89 - 9/90	3006 Pruitt Ave.	Dallas, Texas	75227

7. Education: Dates, Names, Locations and Degrees

College Boston University, Boston, Massachusetts; B. of Music 9/90 - 5/94

Graduate Studies University of Southern California, Los Angeles, California  
9/94 - 8/97; Master of Music

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Others \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. List Membership in Professional Societies and Associations: \_\_\_\_\_  
NONE  
\_\_\_\_\_

9. Present or Proposed Position with the Proposed Charter School: \_\_\_\_\_  
Principal  
\_\_\_\_\_

10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
10/98 - Current	Rylie F.F. Academy	10327 Rylie Rd., Dallas, Texas	Teacher/Principal
8/98 - 9/98	Mesquite I.S.D.	Mesquite, Texas	Music Substitute
8/97 - 6/98	Faith Family Academy	Dallas, Texas	Elementary Teacher
5/96 - 8/96	Crossroad Christian School	Corona, Cal.	Maintenance
5/93 - 8/93	Southerland Lumber	Dallas, Texas	Sales
3/92 - 5/93	Boston University Mugar Music Library	Boston, Mass.	Service

11. Present employer may be contacted:  Yes  No (Circle One)

Former employers may be contacted:  Yes  No (Circle One)

12. a. Have you ever been in a position which required a fidelity bond? NO  
if any claims were made on the bond, give details: \_\_\_\_\_

b. Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? NO  
If yes, give details: \_\_\_\_\_  
\_\_\_\_\_

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): NONE  
\_\_\_\_\_  
\_\_\_\_\_

14. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? NO If yes, give details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? YES  
If yes, give details: Superintendent has proposed that I will be the Principal at the New Charter School at \$40,000 - \$45,000 per year.

16. Have you ever been adjudged bankrupt? NO

17. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging any felony, or charging a felony or misdemeanor involving moral turpitude, or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO  
If yes, give details: \_\_\_\_\_

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? NO

19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? NO. If so, please furnish details: \_\_\_\_\_

Dated and signed this 18th day of January, 2000, at \_\_\_\_\_

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

*Brenton Paul White*  
(Signature of Affiant)

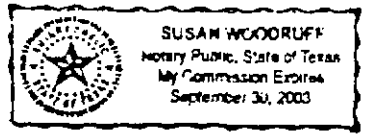
State of Texas  
County of Dallas

Personally appeared before me the above named Brenton White personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 18th day of January, 2000

(SEAL)

*Susan Woodruff*  
(Notary Public)  
My commission expires 9/30/03



# APPENDIX E

00142

**COPYRIGHT MATERIAL**

3 pages have been withheld

**PLEASE NOTE:** The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to [CharterSchools@tea.state.tx.us](mailto:CharterSchools@tea.state.tx.us) to schedule an appointment.

# APPENDIX F

00146



**\*2758 FORM\***

**PAGE 145 = 1 PAGE**

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

1 PAGE HAS BEEN WITHHELD

# APPENDIX G

**Notice of Public Hearing-**  
**Public Hearing- Community Meeting**

Wednesday, January 19, 2000  
7:00 p.m.

Church of Pentecost  
7141 North Loop Road  
El Paso, Texas 79915  
915-592-3372

Come and find out about a new, exciting Charter School  
coming to your area.  
Anyone who wishes to enroll their children should be at our meeting.  
Sign our petition to show your support for Charter Schools.

This is your opportunity to speak:  
In favor or against these proposed charter schools  
In regard to the various activities and policies of  
Rylie Faith Family, Inc.  
(Any citizen may sign up to speak for up to 3 minutes.)

Rylie Faith Family Academy, Inc. is applying to the State Board of Education for approval to operate open-enrollment charter schools to be located in or near the communities of Hutchins and Wilmer, the vicinity of the Pleasant Grove area of Dallas, TX and El Paso, TX. Charter schools are public schools established by nonprofit organizations, institutions of higher education, or governmental entities. These schools are publicly funded and are free from many state regulations that apply to other public schools.

Rylie Faith Family Academy, Inc. is hereby inviting public comments at the above meeting about any aspect of the proposed schools or its sponsoring entity. The public may also comment by addressing a signed letter to the State Board of Education. Only letters specifically addressing a proposed school will be considered by the board. Letters may be sent to the following address: Texas Education Agency, Division of Charter Schools, 1701 N. Congress, Austin, Texas 78701.

# APPENDIX H

Notice Of Intent To Apply  
For Open-Enrollment  
Charter School  
Rylie Faith Family  
Academy, Inc. is apply-  
ing to the State Board of  
Education for approval to  
operate two open-enroll-  
ment charter schools  
located in the Greater El  
Paso area. Charter  
schools are public  
schools established by  
nonprofit organizations,  
institutions of higher edu-  
cation or government  
entities. These schools  
are publicly funded and  
are free from many state  
regulations that apply to  
other public schools. The  
following descriptive in-  
formation about the pro-  
posed school is being  
provided for the benefit  
of the community in  
which the school would  
be located & approved.  
Rylie Faith Family  
Academy, Inc. is the  
sponsoring entity.  
The CEO is Karen Baik-  
top.

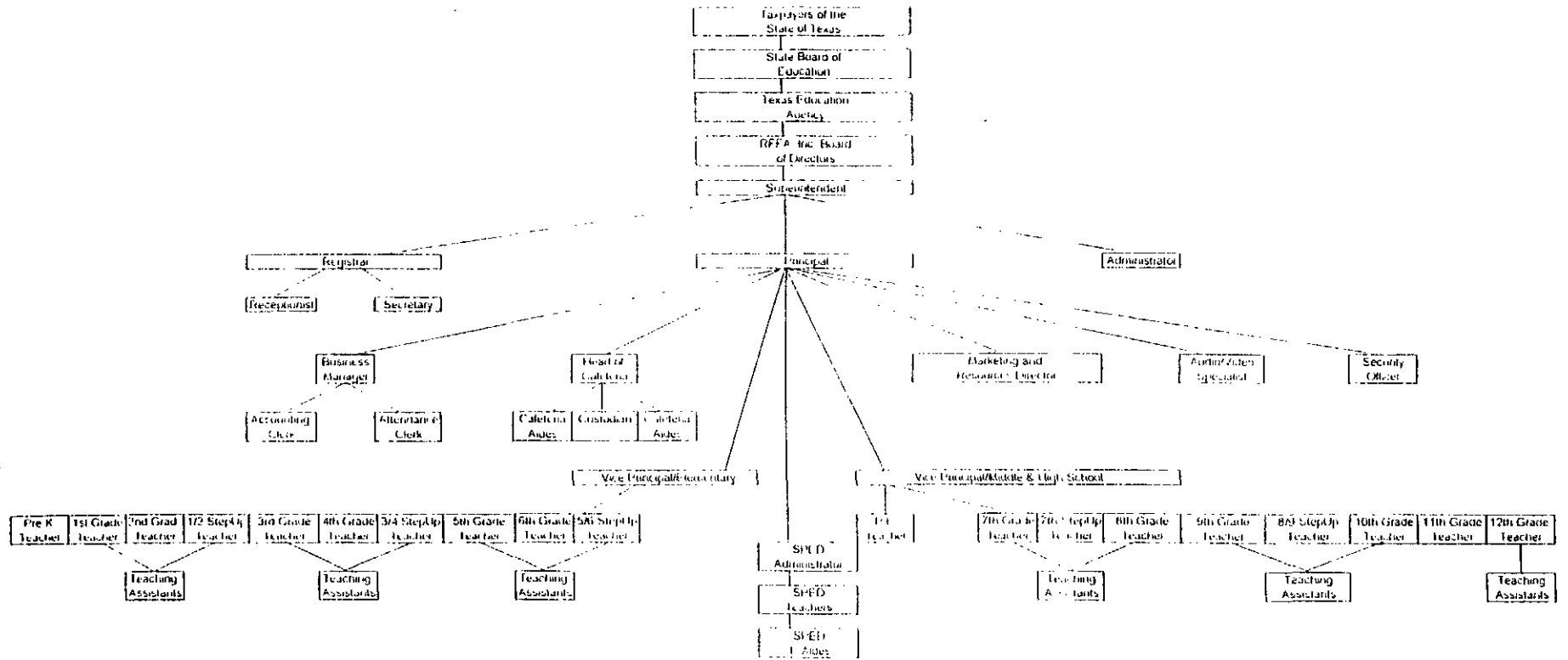
Members of the Board of  
Trustees are Karen Baik-  
top, Donald Beiktop,  
Brenton White, Dr. Shola  
White, Dorothy Morris,  
and David Senosted. The  
proposed location of  
the school is 1141 North  
Loop Rd., El Paso, TX  
79903.

This will be an open-en-  
rollment charter school  
for grades Pre-K through  
5. The expected date of  
opening is August 2000.  
The State Board of Edu-  
cation invites comments  
about any aspect of the  
proposed school or its  
sponsoring entity. Com-  
ments must be commu-  
nicated in the form of a  
signed letter directed to  
the State Board of Edu-  
cation. Only letters spe-  
cifically addressing the  
proposed charter school  
will be considered by the  
board. Letters may be  
sent to the following ad-  
dress: Texas Education  
Agency, Division of  
Charter Schools, 1701 N.  
Congress, Austin, Texas,  
78701.

**NOTICE OF PUBLIC  
HEARING**  
TO ALL INTERESTED  
PERSONS, YOU ARE  
HEREBY NOTIFIED  
THAT RYLIE FAITH  
FAMILY ACADEMY,  
INC. WILL CONDUCT  
TWO PUBLIC HEAR-  
INGS TO DISCUSS  
THEIR APPLICATION  
TO THE STATE BOARD  
OF EDUCATION TO OP-  
ERATE AN OPEN-EN-  
ROLLMENT CHARTER  
SCHOOL TO BE LOCATED  
IN THE EL PASO  
AREA.  
THE PROPOSED LOCA-  
TION OF THE SCHOOL IS  
1141 NORTH LOOP  
RD., EL PASO, TX 79903.  
THIS WILL BE OPEN-  
ENROLLMENT CHARTER  
SCHOOLS FOR  
GRADES PRE-K  
THROUGH 5.  
THE PUBLIC HEARING  
WILL BE HELD  
WEDNESDAY, JANU-  
ARY 19, 2000 AT 7:00 PM  
AT 1141 NORTH LOOP  
RD., EL PASO, TX 79903.  
RYLIE FAITH FAMILY  
ACADEMY, INC. IS  
HEREBY INVITING  
PUBLIC COMMENTS AT  
THESE MEETINGS  
ABOUT ANY ASPECT  
OF THE PROPOSED  
SCHOOL OR ITS SPON-

# APPENDIX I

RYLIE ACADEMY  
ORGANIZATION CHART  
1999 2000



00153

# APPENDIX J



Job Description  
SUPERINTENDENT

Employee Name: \_\_\_\_\_

Title: Superintendent

Supervision: Reports directly to the Board Of Trustees

Days of Employment:

Duties:

Supervise and control all aspects of the Corporation's business and affairs, including the business of the Charter School

Oversee and direct the implementation of the vision and mission of the school

Maintain the school's operational commitments under the Charter

Act as the Board's agent with respect to encumbrance of funds, the payment of financial obligations, entering into contracts, and authorizing expenditures within the guidelines of the bylaws and the budget.

Serve as the school's public relations officer, support the board in fund-raising and institutional advancement efforts

Guide and direct all fund-raising activities and institutional advancement efforts, including the approval of all grant proposals, at the staff level

Oversee and direct the development and implementation of a budget, a school calendar, and policies for presentation to the Board

Develop job descriptions and has sole hiring and firing authority.

Develop linkages in the community and elsewhere that furthers the educational mission and vision of the school.

Oversee and direct implementation of activities that foster open lines of communication with all stakeholders and that foster the development of a community of learners, as well as oversee and direct implementation of enrichment programs

The forgoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Job Description  
Assistant Superintendent

Employee Name: \_\_\_\_\_

Title: Assistant Superintendent

Supervision: Will be supervised by the Superintendent and will receive direction from the Board of Directors.

Days of Employment:

Duties:

Maintain the integrity of the Vision and Mission of Charter

Participate in fund raising activities

Participate in the development of active partnerships

Manage human resources of the school

Negotiate and make contract recommendations to Superintendent and Staff

Participate in the development of active partnerships for the school

Provide Professional Development activities in Technology, Curriculum

Development, Authentic Assessment, and other identified areas of need

Participate in personnel issues regarding hiring and firing

Develop policies and resources needed by the school

Participate with the SUPERINTENDENT to evaluate programs and performance of the principal

Provide leadership in Curriculum Development

Interface with federal agencies, TEA, and Charter Resource Center of Texas

Provide resources to SUPERINTENDENT, Board of Directors and Parents

Provide Grant Writing Assistance .

Complete Federal and State Programs Forms and Implement Programs

Work directly with the SUPERINTENDENT and perform duties that are needed that will insure academic success for the students enrolled at Charter School.

Work with CFO on state finance procedures

Compensation: Put Range of Salary

The forgoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Job Description  
Principal

Employee Name: \_\_\_\_\_

Title: Principal

Supervision: Supervised by the Superintendent, and/or by his/her designee.

Days of Employment:

Domain I: General Duties

Implement the vision and mission statement according to the vision and mission statements outlined within the charter

Manage the day-to-day affairs of the school focusing on curriculum, instruction and students and other duties as may be assigned by the Superintendent and/or designee

Ensure that all necessary records are obtained and maintained as required by law and for audit purposes

Ensure that all laws relating to charter schools are followed by all staff including federal programs and special populations

Coordinate substitutes, textbooks, and other operations required by the school to provide quality educational services

Work with Superintendent and/or designee to prepare necessary reports

Perform other duties as assigned by the Superintendent and/or designee

Domain II: Curriculum and Instruction

Work with the SUPERINTENDENT and/or designee, and faculty on developing and implementing curriculum and evaluation methods of students that supports the vision and mission

Work closely with team leaders in utilizing flexible scheduling and in creating

thematic project-based learning that incorporates all disciplines

Utilize interdisciplinary and other innovative learning endeavors as outlined in

the white paper and charter

Coordinate technology as a learning tool

Domain III: Supervision

Supervise other faculty

Evaluate faculty and staff on predetermined job performance criteria

Interview and make hiring and firing recommendations to the SUPERINTENDENT or her designee

Ensure that all faculty are fully informed of pay procedures, Board policies and directives, and policies and directives of SUPERINTENDENT and/or designee

Handle student discipline

Establish a safe, peaceful, and clean learning environment

Work with faculty on professional development activities, development of lesson plans, scope and sequence, IEP portfolios, and rubrics for each course

Domain IV: Programs

Implement, monitor and participate in the evaluation all federal and state programs provided at the school

Implement peer mediation and peer court when directed by the SUPERINTENDENT and/or designee Develop and implement free/reduced lunch program when required maintaining appropriate records required by the state and federal guidelines that may be audited Implement enrichment programs in conjunction with the SUPERINTENDENT and/or designee

Domain V: Parent/Public Involvement

Assist with student recruiting and open houses

Maintain a cooperative working relationship with building tenants and owners

Coordinate and ensure that parents stay informed regarding student progress

Maintain open lines of communication with parents

Encourage and facilitate parental involvement and the development of a community of learners

Create an environment that fosters continuous improvement

Compensation: Put Range of Salary

The forgoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Job Description  
Counselor

Employee Name: \_\_\_\_\_

Title: Counselor

Supervision: Supervised by the Principal

Days of Employment:

Duties: Plan, implement, and evaluate a comprehensive program of guidance, including counseling services. Provide guidance to individuals and groups to develop educational, career, and personal plans. Provide input to other school district staff in planning testing and appraisal programs for students. Coordinate and supervise the compiling and maintenance of reports, records, and other required documents. Use an effective information and referral process to help students and others utilize special programs and services. Comply with policies established by federal and state law, State Board of Education rule, and the local board policy as they relate to the guidance and counseling program.

School Climate:

Present for students a positive role model that supports the mission of the school district. Consult with parents, teachers, administrators and other relevant individuals to enhance their work with students. Advocate for students. Participate in student registration and orientation. Demonstrate skills in conflict-resolution with administrators, parents, teachers, and/or the community. Effectively communicate with colleagues, students, and parents.

Assist the administration in adapting school programs to meet student needs.  
Develop and coordinate a continuing evaluation of guidance and counseling service and implement revisions based on findings.  
Conduct, participate in and/or use the results of valid research.

00159

### Student Management:

Consult with teachers, parents, administrators, and multi-disciplinary teams to promote effective student management and assist in the development of individualized educational plans.

Participate in case conferences and staffing regarding students with special needs.

Assist students in course selection to meet graduation requirements and/or needs.

Assist students in evaluating and developing their aptitudes and abilities through interpretation of individual standardized test scores.

Assist in the identification of students that may have special needs.

Provide individual and small group counseling.

Develop and maintain effective working relations with students and their parents.

Assist in the coordination of at risk programs and Section 504 referrals.

### Professional Growth and Development:

Develop needed professional skills appropriate to job assignment.

Demonstrate behavior that is professional, ethical, and responsible.

Participate in workshops, seminars, and conferences to enhance counseling knowledge and skills.

### School/Community Relations:

Articulate the district's mission and goals in the area of guidance and counseling to the community and encourage support on realizing the mission.

Develop and maintain positive working relationships with representatives of community resources.

Coordinate with school and community personnel to bring together resources for students.

Educate the school staff, parents, and the community about the guidance program.

Demonstrate awareness of school/community needs and initiate activities to meet those identified needs.

Encourage the use of appropriate and effective techniques for community and parent involvement.

Model an accepting and optimistic attitude about the potentialities of people and the belief that people, can change in positive ways.

Compensation: Put Range of Salary

The forgoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

00165

Job Description  
Teacher

Employee Name: \_\_\_\_\_

Title: Teacher

Supervision: Supervised by the Principal

Days of Employment:

Duties:

Instructional Strategies:

Develop and implement plans for the curriculum program assigned and show written evidence of preparation as required. Present the subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations. Plan and use appropriate instructional/learning strategies, activities, materials, and equipment that reflect accommodation for individual needs of students assigned. Work cooperatively with special education teachers/staff to modify curricula as needed for special education students according to guidelines established by Individual Education Plans (IEP). Cooperate with other members of the staff in planning and implementing instructional goals, objectives, and methods according to district requirements. Plan and supervise purposeful assignments for teacher aid(s) and/or volunteer(s). Use appropriate technologies in the teaching/learning process.

Student Growth and Development:

Assist students in analyzing and improving methods and habits of study. Consistently assess student achievement through formal and informal testing. Assume responsibility for extracurricular activities as assigned and may sponsor outside activities approved by the school. Present a positive role model for students that supports the mission of the campus and the school district.

Classroom Management and Organization:

Create a classroom environment conducive to learning and appropriate to the intellectual, physical, social, and emotional development of students. Manage student behavior in the classroom and other areas as appropriate and administer discipline according to board policies, administrative regulations, and IEP.

00161

Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Assist in the selection of books, equipment, and other instructional materials.

Communication:

Establish and maintain open lines of communication with students and their parents which includes home visits.

Maintain a professional relationship with all colleagues, students, parents, and community members.

Use appropriate and acceptable communication skills to present information accurately and clearly.

Professional Growth and Development:

Demonstrate current knowledge, understanding, and skill in teaching strategies and the learning process. Participate in district and campus staff development programs. Demonstrate interest and initiative in professional improvements. Demonstrate behavior that is professional, ethical, and responsible.

Policy Implementation:

Keep informed of and comply with state, district, and school regulations and policies for classroom teachers and charter schools.

Compile, maintain, and file all reports, records, and other documents required.

Adhere to the Professional Code of Ethics.

Compensation: Put Range of Salary

The forgoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

00162



Job Description  
Teacher's Aide

Employee Name: \_\_\_\_\_

Title: Teacher's Aide

Supervision: Supervised by the Principal

Days of Employment:

Duties:

Develop and implement plans for the curriculum program assigned and show written evidence of preparation as required. Assist identified learners in the learning prescriptions, lessons, or activities as assigned by the classroom teacher that reflect accommodation for individual learning needs. Work cooperatively with instructional staff to modify curricula as needed for students according to guidelines established by policies and procedures and the instructional and administrative staff. Enlist classroom management strategies that provide an orderly and engaging environment for learning. Communicate effectively and efficiently with staff, students, and parents. Use appropriate technologies in the teaching/learning process. Maintain required records in audible form.

Perform other duties as assigned.

Compensation: Put Range of Salary

The forgoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

00163

# APPENDIX K

00164

## Texas State Graduation Requirements For Students Entering Grade 9 in 1998-99 and Thereafter

Discipline	Minimum Graduation Plan (22 Credits)	Recommended High School Program (24 credits)	Distinguished Achievement Program (24 credits)
English Language Arts and Reading *	<p><b>Four credits:</b></p> <ul style="list-style-type: none"> <li>English I, II, III, and IV</li> <li>English I and II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency.</li> <li>The fourth credit of English may be satisfied by either:               <ul style="list-style-type: none"> <li>English IV,</li> <li>Research/Technical Writing,</li> <li>Creative/Imaginative Writing,</li> <li>Practical Writing Skills,</li> <li>Literary Genres,</li> <li>Business Communication,</li> <li>Journalism, or</li> <li>Concurrent enrollment in a college English course.</li> </ul> </li> </ul>	<p><b>Four credits:</b></p> <ul style="list-style-type: none"> <li>English I, II, III, and IV</li> <li>English I and II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency.</li> </ul>	<p><b>Four credits:</b></p> <ul style="list-style-type: none"> <li>English I, II, III, and IV</li> <li>English I and II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency.</li> </ul>
Mathematics *	<p><b>Three credits</b> to include:</p> <ul style="list-style-type: none"> <li>Algebra I.</li> </ul>	<p><b>Three credits</b> must consist of:</p> <ul style="list-style-type: none"> <li>Algebra I,</li> <li>Algebra II, and</li> <li>Geometry.</li> </ul>	<p><b>Three credits</b> must consist of:</p> <ul style="list-style-type: none"> <li>Algebra I,</li> <li>Algebra II, and</li> <li>Geometry.</li> </ul>
Science *	<p><b>Two credits</b> to include one from either:</p> <ul style="list-style-type: none"> <li>Biology,</li> <li>Chemistry, or</li> <li>Physics.</li> </ul>	<p><b>Three credits</b> selected from four specified areas as indicated below. (No more than one credit may be chosen from each of the four areas.)</p> <ul style="list-style-type: none"> <li>Integrated Physics and Chemistry;</li> <li>Biology, AP Biology, or IB Biology;</li> <li>Chemistry, AP Chemistry, or IB Chemistry;</li> <li>Physics, Principles of Technology I, AP Physics, or IB Physics.</li> </ul> <p>Students are encouraged to take Biology, Chemistry, and Physics.</p>	<p><b>Three credits</b> selected from four specified areas as indicated below. (No more than one credit may be chosen from each of the four areas.)</p> <ul style="list-style-type: none"> <li>Integrated Physics and Chemistry;</li> <li>Biology, AP Biology, or IB Biology;</li> <li>Chemistry, AP Chemistry, or IB Chemistry;</li> <li>Physics, Principles of Technology I, AP Physics, or IB Physics.</li> </ul> <p>Students are encouraged to take Biology, Chemistry, and Physics.</p>
Social Studies *	<p><b>Two and one-half credits</b> must consist of:</p> <ul style="list-style-type: none"> <li>World History Studies (one credit) or World Geography Studies (one credit),</li> <li>U.S. History Studies Since Reconstruction (one credit), and</li> <li>U.S. Government (one half credit).</li> </ul>	<p><b>Three and one-half credits</b> must consist of:</p> <ul style="list-style-type: none"> <li>World History Studies (one credit),</li> <li>World Geography Studies (one credit),</li> <li>U.S. History Studies Since Reconstruction (one credit), and</li> <li>U.S. Government (one half credit).</li> </ul>	<p><b>Three and one-half credits</b> must consist of:</p> <ul style="list-style-type: none"> <li>World History Studies (one credit),</li> <li>World Geography Studies (one credit),</li> <li>U.S. History Studies Since Reconstruction (one credit), and</li> <li>U.S. Government (one half credit).</li> </ul>

\* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

**Texas State Graduation Requirements  
For Students Entering Grade 9 in 1998-99 and Thereafter, continued**

Discipline	Minimum Graduation Plan (22 credits)	Recommended High School Program (24 credits)	Distinguished Achievement Program (24 credits)
Economics with emphasis on the free enterprise system and its benefits *	One-half credit.	One-half credit.	One-half credit.
Academic Elective *	One credit selected from either: <ul style="list-style-type: none"> <li>• World History Studies,</li> <li>• World Geography Studies, or</li> <li>• any science course approved by SBOE.</li> </ul>	None.	None.
Physical Education	One and one-half credits to include Foundations of Personal Fitness (one half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> <li>• drill team,</li> <li>• marching band,</li> <li>• cheerleading,</li> <li>• ROTC,</li> <li>• athletics,</li> <li>• Dance I-IV,</li> <li>• approved private programs, or</li> <li>• certain career and technology education courses.</li> </ul>	One and one-half credits to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> <li>• drill team,</li> <li>• marching band,</li> <li>• cheerleading,</li> <li>• ROTC,</li> <li>• athletics,</li> <li>• Dance I-IV,</li> <li>• approved private programs, or</li> <li>• certain career and technology education courses.</li> </ul>	One and one-half credits to include Foundations of Personal Fitness (one half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> <li>• drill team,</li> <li>• marching band,</li> <li>• cheerleading,</li> <li>• ROTC,</li> <li>• athletics,</li> <li>• Dance I-IV,</li> <li>• approved private programs, or</li> <li>• certain career and technology education courses.</li> </ul>
Health Education	One-half credit or Health Science Technology (one credit).	One-half credit or Health Science Technology (one credit).	One-half credit or Health Science Technology (one credit).
Languages Other Than English *	None.	Two credits must consist of Level I and Level II in the same language.	Three credits must consist of Level I, Level II, and Level III in the same language.
Fine Arts *	None.	One credit.  (Speech may not substitute.)	One credit.  (Speech may not substitute.)
Speech	One-half credit selected from either: <ul style="list-style-type: none"> <li>• Communication Applications,</li> <li>• Speech Communication,</li> <li>• Public Speaking,</li> <li>• Debate, or</li> <li>• Oral Interpretation.</li> </ul>	One-half credit selected from either: <ul style="list-style-type: none"> <li>• Communication Applications,</li> <li>• Speech Communication,</li> <li>• Public Speaking,</li> <li>• Debate, or</li> <li>• Oral Interpretation.</li> </ul>	One-half credit selected from either: <ul style="list-style-type: none"> <li>• Communication Applications,</li> <li>• Speech Communication,</li> <li>• Public Speaking,</li> <li>• Debate, or</li> <li>• Oral Interpretation.</li> </ul>

\* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

**Texas State Graduation Requirements  
For Students Entering Grade 9 in 1998-99 and Thereafter, continued**

<b>Discipline</b>	<b>Minimum Graduation Plan 22 credits</b>	<b>Recommended High School Program 24 credits</b>	<b>Distinguished Achievement Program 24 credits</b>
<p><b>Additional Components*</b></p>	<p><b>Five and one-half credits</b> selected from either:</p> <ul style="list-style-type: none"> <li>• courses approved by SBOE for Grades 9-12 as specified under 19 TAC §74.1 (relating to Essential Knowledge and Skills);</li> <li>• Reserve Officer Training Corps (ROTC) (one to four credits); or</li> <li>• Driver Education (one-half credit).</li> </ul>	<p><b>Three and one-half credits</b></p> <p><b>1. Option I: <u>Mathematics, Science, Elective.</u></b></p> <p>A. Mathematics (one credit) must be Precalculus.</p> <p>B. Science (one credit) selected from either:</p> <ul style="list-style-type: none"> <li>• Integrated Physics and Chemistry;</li> <li>• Biology, AP Biology, or IB Biology;</li> <li>• Environmental Systems, IB Environmental Systems, or AP Environmental Science;</li> <li>• Chemistry, AP Chemistry, or IB Chemistry;</li> <li>• Aquatic Science;</li> <li>• Physics, AP Physics, or IB Physics;</li> <li>• Astronomy;</li> <li>• Geology, Meteorology, and Oceanography;</li> <li>• Scientific Research and Design;</li> <li>• Anatomy and Physiology of Human Systems;</li> <li>• Medical Microbiology;</li> <li>• Pathophysiology; or</li> <li>• Principles of Technology I or Principles of Technology II.</li> </ul> <p>C. Elective (one and one half credits).</p> <p><b>2. Option II: <u>Career and Technology.</u></b> Three and one-half credits in a coherent sequence of courses for career and technology preparation.</p> <p><b>3. Option III: <u>Academic.</u></b> Three and one-half credits in state-approved courses in:</p> <ul style="list-style-type: none"> <li>• language arts,</li> <li>• science,</li> <li>• social studies,</li> <li>• mathematics,</li> <li>• languages other than English,</li> <li>• fine arts, or</li> <li>• technology applications.</li> </ul>	<p><b>Two and one-half credits</b></p> <p><b>1. Option 1: <u>Mathematics, Science, Elective.</u></b></p> <p>A. Mathematics (one credit) must be Precalculus.</p> <p>B. Science (one credit) selected from either:</p> <ul style="list-style-type: none"> <li>• Integrated Physics and Chemistry;</li> <li>• Biology, AP Biology, or IB Biology;</li> <li>• Environmental Systems, IB Environmental Systems, or AP Environmental Science;</li> <li>• Chemistry, AP Chemistry, or IB Chemistry;</li> <li>• Aquatic Science;</li> <li>• Physics, AP Physics, or IB Physics;</li> <li>• Astronomy;</li> <li>• Geology, Meteorology, and Oceanography;</li> <li>• Scientific Research and Design;</li> <li>• Anatomy and Physiology of Human Systems;</li> <li>• Medical Microbiology;</li> <li>• Pathophysiology; or</li> <li>• Principles of Technology I or Principles of Technology II.</li> </ul> <p>C. Elective (one-half credit).</p> <p><b>2. Option II: <u>Career and Technology.</u></b> Two and one-half credits in a coherent sequence of courses for career and technology preparation.</p> <p><b>3. Option III: <u>Academic.</u></b> Two and one-half credits in state-approved courses in:</p> <ul style="list-style-type: none"> <li>• language arts,</li> <li>• science,</li> <li>• social studies,</li> <li>• mathematics,</li> <li>• languages other than English,</li> <li>• fine arts, or</li> <li>• technology applications.</li> </ul>

\* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

**Texas State Graduation Requirements  
For Students Entering Grade 9 in 1998-99 and Thereafter, continued**

Discipline	Minimum Graduation Plan (22 credits)	Recommended High School Program (24 credits)	Distinguished Achievement Program (24 credits)
Technology Applications*	<p>One credit selected from either:</p> <ul style="list-style-type: none"> <li>• Computer Science I or II,</li> <li>• Desktop Publishing,</li> <li>• Digital Graphics/Animation,</li> <li>• Multimedia,</li> <li>• Video Technology,</li> <li>• Web Mastering,</li> <li>• Independent Study in Technology Applications; or</li> <li>• Business Computer Information Systems I or II,</li> <li>• Business Computer Programming,</li> <li>• Telecommunications and Networking,</li> <li>• Business Image Management and Multimedia,</li> <li>• Computer Applications,</li> <li>• Technology Systems (computer laboratory-based),</li> <li>• Communication Graphics (computer laboratory-based), or</li> <li>• Computer Multimedia and Animation Technology.</li> </ul>	<p>One credit selected from either:</p> <ul style="list-style-type: none"> <li>• Computer Science I or II,</li> <li>• Desktop Publishing,</li> <li>• Digital Graphics/Animation,</li> <li>• Multimedia,</li> <li>• Video Technology,</li> <li>• Web Mastering;</li> <li>• Independent Study in Technology Applications; or</li> <li>• Business Computer Information Systems I or II,</li> <li>• Business Computer Programming,</li> <li>• Telecommunications and Networking,</li> <li>• Business Image Management and Multimedia,</li> <li>• Computer Applications,</li> <li>• Technology Systems (computer laboratory-based),</li> <li>• Communication Graphics (computer laboratory based), or</li> <li>• Computer Multimedia and Animation Technology.</li> </ul>	<p>One credit selected from either:</p> <ul style="list-style-type: none"> <li>• Computer Science I or II,</li> <li>• Desktop Publishing,</li> <li>• Digital Graphics/Animation,</li> <li>• Multimedia,</li> <li>• Video Technology,</li> <li>• Web Mastering;</li> <li>• Independent Study in Technology Applications; or</li> <li>• Business Computer Information Systems I or II,</li> <li>• Business Computer Programming,</li> <li>• Telecommunications and Networking,</li> <li>• Business Image Management and Multimedia,</li> <li>• Computer Applications,</li> <li>• Technology Systems (computer laboratory-based),</li> <li>• Communication Graphics (computer laboratory-based), or</li> <li>• Computer Multimedia and Animation Technology.</li> </ul>

\* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

**Texas State Graduation Requirements  
For Students Entering Grade 9 in 1998-99 and Thereafter, continued**

Discipline	Minimum Graduation Plan 22 credits	Recommended High School Program 24 credits	Distinguished Achievement Program 24 credits
Advanced Measures	None.	None.	<p><u>Standards for Approval of Requirements:</u></p> <ul style="list-style-type: none"> <li>• The measures must focus on demonstrated student performance at the college or professional level.</li> <li>• Student performance on advanced measures must be assessed through an external review process.</li> </ul> <p><u>Requirements:</u></p> <ul style="list-style-type: none"> <li>• A student must achieve any combination of four of the following:</li> </ul> <p><u>Original research/project:</u></p> <ul style="list-style-type: none"> <li>• judged by a panel of professionals in the field that is the focus of the project; or</li> <li>• conducted under the direction of mentor(s) and reported to an appropriate audience; and</li> <li>• related to the required curriculum set forth in 19 TAC §74.1 (relating to Essential Knowledge and Skills).</li> <li>• may not be used for more than two of the four advanced measures.</li> </ul> <p><u>Test data:</u></p> <ul style="list-style-type: none"> <li>• a score of three or above on The College Board Advanced Placement examination;</li> <li>• a score of four or above on an International Baccalaureate examination;</li> <li>• a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.</li> </ul> <p><u>College courses:</u></p> <ul style="list-style-type: none"> <li>• a grade of 3.0 or higher on courses that count for college credit, including tech prep programs.</li> </ul>
Total Credits	22	24	24

\* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

# APPENDIX L

00170



**Family Educational Rights and Privacy Act Protected Material**

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**PLEASE NOTE: This page contains material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at [PIR@tea.state.tx.us](mailto:PIR@tea.state.tx.us).**

# APPENDIX M

**Family Educational Rights and Privacy Act Protected Material**

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**PLEASE NOTE: This page contains material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at [PIR@tea.state.tx.us](mailto:PIR@tea.state.tx.us).**

# APPENDIX N

12103

# START-UP BUDGET

## Administrative Salaries

Hire Principal early to set-up school	0.00
Secretary	0.00

## Facilities

Lease Deposit	0.00
Prep, Decoration and Fix-Up	3,000.00

## Initial Staff Development

Staff Orientation and Curric Development	0.00
Instructional Consultant	0.00

## Furnishings

Student Desks, Tables, and Chairs	5,000.00
Staff Desks, Tables and Chairs	500.00
Bookshelves	0.00
File Cabinets	0.00
Dry Erase Boards	0.00

## Instructional Materials and Equipment

Textbooks	0.00
Computers	0.00
Printers	0.00
Software	0.00
Fax/modems	0.00
TV/VCR	0.00
Overhead Projectors	0.00
PA System	0.00

## Office Equipment

First Aid Kits	100.00
Copier	0.00
Misc. Office Supplies	700.00
Fire Extinguishers	200.00
Cleaning Equipment	600.00
Telephone System	200.00

## Professional Services

Legal	0.00
Finance and Operations	0.00
Special Needs Students	1,000.00

TOTAL = 11,300.00

00175

# APPENDIX O

00176

**Charter School**  
**For the Fiscal Year Ended August 31, 2001 Year 1**

**Charter School Budget Categories**

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year				\$10,000
<b>Estimated Revenues:</b>				
Local Sources		0	0	0
State Sources		1,080,000	0	1,080,000
Federal Sources		0	0	0
Other Sources		0	0	0
<b>Total Estimated Revenues</b>		<b>1,080,000</b>	<b>0</b>	<b>\$1,080,000</b>
<b>Estimated Expenses:</b>				
Payroll Costs	6100	372,600	0	\$372,600
Professional and Contracted Service	6200	20,400	0	\$20,400
Supplies and Materials	6300	123,400	0	\$123,400
Other Operating Costs	6400	137,700	0	\$137,700
Debt Expense	6500	0	0	0
<b>Total Estimated Expenses</b>		<b>1,054,000</b>	<b>0</b>	<b>\$1,054,000</b>
Gains	7950	26,000	0	\$26,000
Losses	8950	**	**	**
<b>Change in Net Assets</b>				<b>\$26,000</b>
<b>Net Assets at End of Year</b>				<b>\$36,000</b>

00177

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Instruction</b>	<b>11</b>				
Payroll Costs		6100	417,000	0	\$417,000
Professional and Contracted Service		6200	4,000	0	\$4,000
Supplies and Materials		6300	1,500	0	\$1,500
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Instruction</b>			<b>422,500</b>	<b>\$0</b>	<b>\$422,500</b>
<b>Instructional Resources and Media Services</b>	<b>12</b>				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	1,000	0	\$1,000
Supplies and Materials		6300	1,000	0	\$1,000
Other Operating Costs		6400	500	0	\$500
Debt Expense		6500	0	0	\$0
<b>Total Instructional Resources and Media Services</b>			<b>2,500</b>	<b>\$0</b>	<b>\$2,500</b>
<b>Curriculum Development and Instructional Staff Development</b>	<b>13</b>				
Payroll Costs		6100	15,000	0	\$15,000
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	1,000	0	\$1,000
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Curriculum and Instructional Staff Development</b>			<b>16,000</b>	<b>\$0</b>	<b>\$16,000</b>

00178



Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Instructional Leadership:</b>	21				
Payroll Costs		6100	10,000	0	\$10,000
Professional and Contracted Service		6200	1,000	0	\$1,000
Supplies and Materials		6300	500	0	\$500
Other Operating Costs		6400	500	0	\$500
Debt Interest		6500	0	0	\$0
<b>Total Instructional Leadership</b>			12,000	\$0	\$12,000
<b>School Leadership:</b>	23				
Payroll Costs		6100	80,000	0	\$80,000
Professional and Contracted Service		6200	1,000	0	\$1,000
Supplies and Materials		6300	1,500	0	\$1,500
Other Operating Costs		6400	0	0	\$0
Debt Interest		6500	0	0	\$0
<b>Total School Leadership</b>			82,500	\$0	\$82,500
<b>Guidance, Counseling and Evaluation Services</b>	31				
Payroll Costs		6100	20,500	0	\$20,500
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	1,500	0	\$1,500
Other Operating Costs		6400	500	0	\$500
Debt Interest		6500	0	0	\$0
<b>Total Guidance, Counseling and Evaluation Services</b>			22,500	\$0	\$22,500

00179

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Social Work Services:</b>	32				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	1,000	0	\$1,000
Supplies and Materials		6300	500	0	\$500
Other Operating Costs		6400	500	0	\$500
Debt Expense		6500	0	0	\$0
<b>Total Social Work Services</b>			2,000	\$0	\$2,000
<b>Health Services:</b>	33				
Payroll Costs		6100	40,000	0	\$40,000
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	2,000	0	\$2,000
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Health Services</b>			42,000	\$0	\$42,000
<b>Student Transportation</b>	34				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	0	0	\$0
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Student Transportation</b>			0	\$0	\$0

00130

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Food Services:</b>	35				
Payroll Costs		6100	25,000	0	\$25,000
Professional and Contracted Service		6200	2,500	0	\$2,500
Supplies and Materials		6300	95,000	0	\$95,000
Other Operating Costs		6400	1,000	0	\$1,000
Debt Expense		6500	0	0	\$0
<b>Total Food Services</b>			123,500	\$0	\$123,500
<b>Cocurricular/Extracurricular Activities:</b>	36				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	5,000	0	\$5,000
Other Operating Costs		6400	2,000	0	\$2,000
Debt Expense		6500	0	0	\$0
<b>Total Cocurricular/Extracurricular Activities:</b>			7,000	\$0	\$7,000
<b>General Administration:</b>	41				
Payroll Costs		6100	75,000	0	\$75,000
Professional and Contracted Service		6200	2,000	0	\$2,000
Supplies and Materials		6300	1,000	0	\$1,000
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total General Administration</b>			78,000	\$0	\$78,000

00181

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Plant Maintenance and Operations:</b>	51				
Payroll Costs		6100	30,000	0	\$30,000
Professional and Contracted Service		6200	2,500	0	\$2,500
Supplies and Materials		6300	7,500	0	\$7,500
Other Operating Costs		6400	130,000	0	\$130,000
Debt Expense		6500	0	0	\$0
<b>Total Plant Maintenance and Operations</b>			170,000	\$0	\$170,000
<b>Security and Monitoring Services:</b>	52				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	400	0	\$400
Supplies and Materials		6300	400	0	\$400
Other Operating Costs		6400	200	0	\$200
Debt Expense		6500	0	0	\$0
<b>Total Security and Monitoring Services:</b>			1,000	\$0	\$1,000
<b>Data Processing Services:</b>	53				
Payroll Costs		6100	60,000	0	\$60,000
Professional and Contracted Service		6200	5,000	0	\$5,000
Supplies and Materials		6300	3,000	0	\$3,000
Other Operating Costs		6400	500	0	\$500
Debt Expense		6500	0	0	\$0
<b>Total Data Processing Services</b>			68,500	\$0	\$68,500

00182

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Community Services:</b>	61				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	0	0	\$0
Other Operating Costs		6400	1,000	0	\$1,000
Debt Expense		6500	0	0	\$0
<b>Total Community Services</b>			1,000	\$0	\$1,000
<b>Fund Raising:</b>	81				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	2,000	0	\$2,000
Other Operating Costs		6400	1,000	0	\$1,000
Debt Expense		6500	0	0	\$0
<b>Total Fund Raising</b>			3,000	\$0	\$3,000

Charter School Budget Categories

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year				\$36,000
<b>Estimated Revenues:</b>				
Local Sources		0	0	\$0
State Sources		1,760,000	0	\$1,760,000
Federal Sources		0	0	\$0
Other Sources		0	0	0
<b>Total Estimated Revenues</b>		<u>1,760,000</u>	<u>\$0</u>	<u>\$1,760,000</u>
<b>Estimated Expenses:</b>				
Payroll Costs	6100	1,435,000	0	\$1,435,000
Professional and Contracted Service	6200	67,000	0	\$67,000
Supplies and Materials	6300	151,000	0	\$151,000
Other Operating Costs	6400	59,000	0	\$59,000
Debt Expense	6500			
<b>Total Estimated Expenses</b>		<u>1,712,000</u>	<u>\$0</u>	<u>\$1,712,000</u>
Gains	7950	48,000	\$0	\$48,000
Losses	8950	**	**	**
<b>Change in Net Assets</b>			<u>\$0</u>	<u>\$48,000</u>
<b>Net Assets at End of Year</b>			<u><u>\$0</u></u>	<u><u>\$84,000</u></u>

00184

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Instruction</b>	11				
Payroll Costs		6100	360,000	0	\$360,000
Professional and Contracted Service		6200	10,000	0	\$10,000
Supplies and Materials		6300	2,500	0	\$2,500
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Instruction</b>			372,500	\$0	\$372,500
<b>Instructional Resources and Media Services</b>	12				
Payroll Costs		6100	30,000	0	\$30,000
Professional and Contracted Service		6200	2,500	0	\$2,500
Supplies and Materials		6300	2,500	0	\$2,500
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Instructional Resources and Media Services</b>			35,000	\$0	\$35,000
<b>Curriculum Development and Instructional Staff Development</b>	13				
Payroll Costs		6100	50,000	0	\$50,000
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	2,500	0	\$2,500
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Curriculum and Instructional Staff Development</b>			52,500	\$0	\$52,500

0018

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Instructional Leadership:</b>	21				
Payroll Costs		6100	60,000	0	\$60,000
Professional and Contracted Service		6200	2,500	0	\$2,500
Supplies and Materials		6300	500	0	\$500
Other Operating Costs		6400	500	0	\$500
Debt Interest		6500	0	0	\$0
<b>Total Instructional Leadership</b>			63,500	\$0	\$63,500
<b>School Leadership:</b>	23				
Payroll Costs		6100	50,000	0	\$50,000
Professional and Contracted Service		6200	2,500	0	\$2,500
Supplies and Materials		6300	2,500	0	\$2,500
Other Operating Costs		6400	2,500	0	\$2,500
Debt Interest		6500	0	0	\$0
<b>Total School Leadership</b>			57,500	\$0	\$57,500
<b>Guidance, Counseling and Evaluation Services</b>	31				
Payroll Costs		6100	25,000	0	\$25,000
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	1,000	0	\$1,000
Other Operating Costs		6400	1,000	0	\$1,000
Debt Interest		6500	0	0	\$0
<b>Total Guidance, Counseling and Evaluation Services</b>			27,000	\$0	\$27,000

00186



Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Social Work Services:</b>	32				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	2,500	0	\$2,500
Supplies and Materials		6300	500	0	\$500
Other Operating Costs		6400	500	0	\$500
Debt Expense		6500	0	0	\$0
<b>Total Social Work Services</b>			<b>3,500</b>	<b>\$0</b>	<b>\$3,500</b>
<b>Health Services:</b>	33				
Payroll Costs		6100	40,000	0	\$40,000
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	1,000	0	\$1,000
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Health Services</b>			<b>41,000</b>	<b>\$0</b>	<b>\$41,000</b>
<b>Student Transportation</b>	34				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	0	0	\$0
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Student Transportation</b>			<b>0</b>	<b>\$0</b>	<b>\$0</b>

00187

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Food Services:</b>	35				
Payroll Costs		6100	60,000	0	\$60,000
Professional and Contracted Service		6200	15,000	0	\$15,000
Supplies and Materials		6300	40,000	0	\$40,000
Other Operating Costs		6400	10,000	0	\$10,000
Debt Expense		6500	0	0	\$0
<b>Total Food Services</b>			125,000	\$0	\$125,000
<b>Cocurricular/Extracurricular Activities:</b>	36				
Payroll Costs		6100	30,000	0	\$30,000
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	5,000	0	\$5,000
Other Operating Costs		6400	2,500	0	\$2,500
Debt Expense		6500	0	0	\$0
<b>Total Cocurricular/Extracurricular Activities:</b>			37,500	\$0	\$37,500
<b>General Administration:</b>	41				
Payroll Costs		6100	100,000	0	\$100,000
Professional and Contracted Service		6200	5,000	0	\$5,000
Supplies and Materials		6300	10,000	0	\$10,000
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total General Administration</b>			115,000	\$0	\$115,000

00188

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Plant Maintenance and Operations:</b>	51				
Payroll Costs		6100	40,000	0	\$40,000
Professional and Contracted Service		6200	20,000	0	\$20,000
Supplies and Materials		6300	50,000	0	\$50,000
Other Operating Costs		6400	25,000	0	\$25,000
Debt Expense		6500	0	0	\$0
<b>Total Plant Maintenance and Operations</b>			135,000	\$0	\$135,000
<b>Security and Monitoring Services:</b>	52				
Payroll Costs		6100	30,000	0	\$30,000
Professional and Contracted Service		6200	2,000	0	\$2,000
Supplies and Materials		6300	3,000	0	\$3,000
Other Operating Costs		6400	2,000	0	\$2,000
Debt Expense		6500	0	0	\$0
<b>Total Security and Monitoring Services:</b>			37,000	\$0	\$37,000
<b>Data Processing Services:</b>	53				
Payroll Costs		6100	60,000	0	\$60,000
Professional and Contracted Service		6200	5,000	0	\$5,000
Supplies and Materials		6300	15,000	0	\$15,000
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Data Processing Services</b>			80,000	\$0	\$80,000

00189

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Community Services:</b>	61				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	0	0	\$0
Other Operating Costs		6400	10,000	0	\$10,000
Debt Expense		6500	0	0	\$0
<b>Total Community Services</b>			10,000	\$0	\$10,000
<b>Fund Raising:</b>	31				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	15,000	0	\$15,000
Other Operating Costs		6400	5,000	0	\$5,000
Debt Expense		6500	0	0	\$0
<b>Total Fund Raising</b>			20,000	\$0	\$20,000

00190

**Charter School Budget Categories**

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year				\$84,000
<b>Estimated Revenues:</b>				
Local Sources		0	0	0
State Sources		3,120,000	0	3,120,000
Federal Sources		0	0	0
Other Sources		0	0	0
<b>Total Estimated Revenues</b>		<u>3,120,000</u>	<u>\$0</u>	<u>\$3,120,000</u>
<b>Estimated Expenses:</b>				
Payroll Costs	6100	2,525,000	0	\$2,525,000
Professional and Contracted Service	6200	55,000	0	\$55,000
Supplies and Materials	6300	339,000	0	\$339,000
Other Operating Costs	6400	176,000	0	\$176,000
Debt Expense	6500	0	0	\$0
<b>Total Estimated Expenses</b>		<u>3,096,000</u>	<u>\$0</u>	<u>\$3,096,000</u>
Gains	7950			\$24,000
Losses	8950			**
<b>Change in Net Assets</b>				<b>\$24,000</b>
<b>Net Assets at End of Year</b>				<u><u>\$108,000</u></u>

00191

**Charter School Budget Categories (Continued)**

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Instruction</b>	11				
Payroll Costs		6100	1,625,000	0	\$1,625,000
Professional and Contracted Service		6200	10,000	0	\$10,000
Supplies and Materials		6300	4,000	0	\$4,000
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Instruction</b>			1,639,000	\$0	\$1,639,000
<b>Instructional Resources and Media Services</b>	12				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	2,000	0	\$2,000
Supplies and Materials		6300	2,000	0	\$2,000
Other Operating Costs		6400	1,000	0	\$1,000
Debt Expense		6500	0	0	\$0
<b>Total Instructional Resources and Media Services</b>			5,000	\$0	\$5,000
<b>Curriculum Development and Instructional Staff Development</b>	13				
Payroll Costs		6100	150,000	0	\$150,000
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	2,000	0	\$2,000
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Curriculum and Instructional Staff Development</b>			152,000	\$0	\$152,000

00192

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Instructional Leadership:</b>	21				
Payroll Costs		6100	120,000	0	\$120,000
Professional and Contracted Service		6200	2,000	0	\$2,000
Supplies and Materials		6300	1,000	0	\$1,000
Other Operating Costs		6400	1,000	0	\$1,000
Debt Interest		6500	0	0	\$0
<b>Total Instructional Leadership</b>			124,000	\$0	\$124,000
<b>School Leadership:</b>	23				
Payroll Costs		6100	150,000	0	\$150,000
Professional and Contracted Service		6200	5,000	0	\$5,000
Supplies and Materials		6300	5,000	0	\$5,000
Other Operating Costs		6400	0	0	\$0
Debt Interest		6500	0	0	\$0
<b>Total School Leadership</b>			160,000	\$0	\$160,000
<b>Guidance, Counseling and Evaluation Services</b>	31				
Payroll Costs		6100	50,000	0	\$50,000
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	2,000	0	\$2,000
Other Operating Costs		6400	2,000	0	\$2,000
Debt Interest		6500	0	0	\$0
<b>Total Guidance, Counseling and Evaluation Services</b>			54,000	\$0	\$54,000

00193

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Instructional Leadership:</b>	21				
Payroll Costs		6100	120,000	0	\$120,000
Professional and Contracted Service		6200	2,000	0	\$2,000
Supplies and Materials		6300	1,000	0	\$1,000
Other Operating Costs		6400	1,000	0	\$1,000
Debt Interest		6500	0	0	\$0
<b>Total Instructional Leadership</b>			124,000	\$0	\$124,000
<b>School Leadership:</b>	23				
Payroll Costs		6100	150,000	0	\$150,000
Professional and Contracted Service		6200	5,000	0	\$5,000
Supplies and Materials		6300	5,000	0	\$5,000
Other Operating Costs		6400	0	0	\$0
Debt Interest		6500	0	0	\$0
<b>Total School Leadership</b>			160,000	\$0	\$160,000
<b>Guidance, Counseling and Evaluation Services</b>	31				
Payroll Costs		6100	50,000	0	\$50,000
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	2,000	0	\$2,000
Other Operating Costs		6400	2,000	0	\$2,000
Debt Interest		6500	0	0	\$0
<b>Total Guidance, Counseling and Evaluation Services</b>			54,000	\$0	\$54,000

00194



Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Social Work Services:</b>	<b>32</b>				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	3,000	0	\$3,000
Supplies and Materials		6300	1,000	0	\$1,000
Other Operating Costs		6400	1,000	0	\$1,000
Debt Expense		6500	0	0	\$0
<b>Total Social Work Services</b>			<b>5,000</b>	<b>\$0</b>	<b>\$5,000</b>
<b>Health Services:</b>	<b>33</b>				
Payroll Costs		6100	40,000	0	\$40,000
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	5,000	0	\$5,000
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Health Services</b>			<b>45,000</b>	<b>\$0</b>	<b>\$45,000</b>
<b>Student Transportation</b>	<b>34</b>				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	3,000	0	\$3,000
Supplies and Materials		6300	0	0	\$0
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Student Transportation</b>			<b>3,000</b>	<b>\$0</b>	<b>\$3,000</b>

00195

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Food Services:</b>	<b>35</b>				
Payroll Costs		6100	45,000	0	\$45,000
Professional and Contracted Service		6200	10,000	0	\$10,000
Supplies and Materials		6300	180,000	0	\$180,000
Other Operating Costs		6400	5,000	0	\$5,000
Debt Expense		6500	0	0	\$0
<b>Total Food Services</b>			<b>240,000</b>	<b>\$0</b>	<b>\$240,000</b>
<b>Cocurricular/Extracurricular Activities:</b>	<b>36</b>				
Payroll Costs		6100	50,000	0	\$50,000
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	8,000	0	\$8,000
Other Operating Costs		6400	2,000	0	\$2,000
Debt Expense		6500	0	0	\$0
<b>Total Cocurricular/Extracurricular Activities:</b>			<b>60,000</b>	<b>\$0</b>	<b>\$60,000</b>
<b>General Administration:</b>	<b>41</b>				
Payroll Costs		6100	120,000	0	\$120,000
Professional and Contracted Service		6200	5,000	0	\$5,000
Supplies and Materials		6300	5,000	0	\$5,000
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total General Administration</b>			<b>130,000</b>	<b>\$0</b>	<b>\$130,000</b>

00196

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
<b>Plant Maintenance and Operations:</b>					
	51				
Payroll Costs		6100	60,000	0	\$60,000
Professional and Contracted Service		6200	10,000	0	\$10,000
Supplies and Materials		6300	110,000	0	\$110,000
Other Operating Costs		6400	150,000	0	\$150,000
Debt Expense		6500	0	0	\$0
<b>Total Plant Maintenance and Operations</b>			<b>330,000</b>	<b>\$0</b>	<b>\$330,000</b>
<b>Security and Monitoring Services:</b>					
	52				
Payroll Costs		6100	25,000	0	\$25,000
Professional and Contracted Service		6200	1,000	0	\$1,000
Supplies and Materials		6300	1,000	0	\$1,000
Other Operating Costs		6400	0	0	\$1,000
Debt Expense		6500	0	0	\$0
<b>Total Security and Monitoring Services:</b>			<b>28,000</b>	<b>\$0</b>	<b>\$28,000</b>
<b>Data Processing Services:</b>					
	53				
Payroll Costs		6100	90,000	0	\$90,000
Professional and Contracted Service		6200	5,000	0	\$5,000
Supplies and Materials		6300	10,000	0	\$10,000
Other Operating Costs		6400	0	0	\$0
Debt Expense		6500	0	0	\$0
<b>Total Data Processing Services</b>			<b>105,000</b>	<b>\$0</b>	<b>\$105,000</b>

00197

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Community Services:	61				
Payroll Costs		6100	0	0	\$0
Professional and Contracted Service		6200	0	0	\$0
Supplies and Materials		6300	0	0	\$0
Other Operating Costs		6400	8,000	0	\$8,000
Debt Expense		6500	0	0	\$0
Total Community Services			8,000	\$0	\$8,000
Fund Raising:	81				
Payroll Costs		8100	0	0	\$0
Professional and Contracted Service		8200	0	0	\$0
Supplies and Materials		8300	3,000	0	\$3,000
Other Operating Costs		8400	5,000	0	\$5,000
Debt Expense		8500	0	0	\$0
Total Fund Raising			8,000	\$0	\$8,000

00198

# APPENDIX P

00193

Cash Flow Projection Worksheet Yr 1  
 For the Fiscal Year Ended August 31st 2001

Name of Charter School \_\_\_\_\_

Contact Person \_\_\_\_\_

Telephone \_\_\_\_\_

Rounded to Even  
 Dollars

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
<b>Beg Balance</b>	10000	\$13,625	\$16,395	\$19,166	\$21,836	\$23,607	\$25,377	\$27,148	\$28,918	\$30,689	\$32,459	\$34,230
<b>Cash Inflows</b>												
Local Sources	0	0	0	0	0	0	0	0	0	0	0	0
State Sources	90000	90000	90000	90000	90000	90000	90000	90000	90000	90000	90000	90000
Federal Sources	0	0	0	0	0	0	0	0	0	0	0	0
Loans	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Receipts</b>	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000
<b>Cash Outgoes</b>												
Payroll	64375	64375	64375	64375	64375	64375	64375	64375	64375	64375	64375	64375
Services Professional Services	0	\$1,855	\$1,855	\$1,855	\$1,855	\$1,855	\$1,855	\$1,855	\$1,855	\$1,855	\$1,855	\$1,855
Rent	10000	10000	10000	10000	10000	10000	10000	10000	10000	10000	10000	10000
Utilities	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000
Other Services	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Supplies	4000	4000	4000	4100	5000	5000	5000	5000	5000	5000	5000	5000
Travel & Other Operating	0	0	0	0	0	0	0	0	0	0	0	0
Principal and Interest for Loans and Other Financing Obligations	0	0	0	0	0	0	0	0	0	0	0	0
Purchase of Equipment, Furniture, Buildings, Land and Other Capital Outlay	1000	0	0	0	0	0	0	0	0	0	0	0
<b>Total Cash Outgoes</b>	86375	87229 54545	87229 54545	87329 54545	88229 54545	88229 54545	88229 54545	88229 54545	88229 54545	88229 54545	88229 54545	88229 54545
<b>Excess (Deficiency) Cash Inflows to Cash Outgoes for the Month</b>	\$3,625	\$2,770	\$2,770	\$2,670	\$1,770	\$1,770	\$1,770	\$1,770	\$1,770	\$1,770	\$1,770	\$1,770
<b>Ending Balance</b>	\$13,625	\$16,395	\$19,166	\$21,836	\$23,607	\$25,377	\$27,148	\$28,918	\$30,689	\$32,459	\$34,230	\$36,000

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Cash Flow Projection Worksheet Yr 2  
For the Fiscal Year Ended August 31st 2002

Name of Charter School \_\_\_\_\_

Contact Person \_\_\_\_\_

Telephone \_\_\_\_\_

Rounded to Even Dollars

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
<b>Beg Balance</b>	\$36,000	\$43,083	\$50,167	\$57,250	\$64,333	\$71,417	\$72,917	\$74,417	\$75,917	\$77,417	\$78,917	\$80,917
<b>Cash Inflows</b>												
Local Sources	0	0	0	0	0	0	0	0	0	0	0	0
Slate Sources	146667	146667	146667	146667	146667	146667	146667	146667	146667	146667	146667	146667
Federal Sources	0	0	0	0	0	0	0	0	0	0	0	0
Loans	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Receipts</b>	\$146,667	\$146,667	\$146,667	\$146,667	\$146,667	\$146,667	\$146,667	\$146,667	\$146,667	\$146,667	\$146,667	\$146,667
<b>Cash Outgoes</b>												
Payroll	119,583	119,583	119,583	119,583	119,583	119,583	119,583	119,583	119,583	119,583	119,583	119,583
Services Professional Services	0	0	0	0	0	5,583	5,583	5,583	5,583	5,583	5,583	5,583
Rent	10000	10000	10000	10000	10000	10000	10000	10000	10000	10000	10000	10000
Utilities	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000
Other Services	0	0	0	0	0	0	0	0	0	0	0	0
Supplies	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	3,500
Travel & Other Operating	0	0	0	0	0	0	0	0	0	0	0	0
Principal and Interest for Loans and Other Financing Obligations	0	0	0	0	0	0	0	0	0	0	0	0
Purchase of Equipment, Furniture, Buildings, Land and Other Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Cash Outgoes</b>	139,583	139,583	139,583	139,583	139,583	139,583	145,167	145,167	145,167	145,167	145,167	144,667
<b>Excess (Deficiency) Cash Inflows to Cash Outgoes for the Month</b>	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$2,000	\$3,083
<b>Ending Balance</b>	\$43,083	\$50,167	\$57,250	\$64,333	\$71,417	\$72,917	\$74,417	\$75,917	\$77,417	\$78,917	\$80,917	\$84,000

00201

Cash Flow Projection Worksheet Yr 3  
For the Fiscal Year Ended August 31st 2003

Name of Charter School \_\_\_\_\_

Contact Person \_\_\_\_\_

Telephone \_\_\_\_\_

Rounded to Even Dollars

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
<b>Beg Balance</b>	\$84,000	\$86,916	\$88,833	\$90,750	\$92,666	\$94,583	\$96,500	\$98,416	\$100,333	\$102,250	\$104,166	\$106,083
<b>Cash Inflows</b>												
Local Sources	0	0	0	0	0	0	0	0	0	0	0	0
State Sources	260,000	260,000	260,000	260,000	260,000	260,000	260,000	260,000	260,000	260,000	260,000	260,000
Federal Sources	0	0	0	0	0	0	0	0	0	0	0	0
Loans	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Receipts</b>	\$260,000	\$260,000	\$260,000	\$260,000	\$260,000	\$260,000	\$260,000	\$260,000	\$260,000	\$260,000	\$260,000	\$260,000
<b>Cash Outgoes</b>												
Payroll	210,417	210,417	210,417	210,417	210,417	210,417	210,417	210,417	210,417	210,417	210,417	210,417
Services												
Professional Services	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667
Rent	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Utilities	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Other Services	0	0	0	0	0	0	0	0	0	0	0	0
Supplies	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Travel & Other Operating	12,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000
Principal and Interest for Loans and Other Financing Obligations	0	0	0	0	0	0	0	0	0	0	0	0
Purchase of Equipment, Furniture, Buildings, Land and Other Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Cash Outgoes</b>	257,083	258,083	258,083	258,083	258,083	258,083	258,083	258,083	258,083	258,083	258,083	258,083
<b>Excess (Deficiency) Cash Inflows to Cash Outgoes for the Month</b>	2,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917
<b>Ending Balance</b>	\$86,916	\$88,833	\$90,750	\$92,666	\$94,583	\$96,500	\$98,416	\$100,333	\$102,250	\$104,166	\$106,083	\$108,000



# APPENDIX Q

00203

**ASAE Financial Management Series**

**Model Accounting  
and Financial  
Policies & Procedures  
Handbook**

*for Not-for-Profit Organizations*

*Revised Edition*

Edward J. McMillan, CPA, CAE

**asae**

American Society of Association Executives  
Washington, D.C.

00204

# APPENDIX R

00205

**XYZ RETAIL COMPANY and SUBSIDIARY**  
**CONSOLIDATED BALANCE SHEET**  
December 31, 199X

**ASSETS:**

Current assets:

Cash	\$ 800,000
Sundry receivables	50,000
Merchandise inventory	8,000,000
Due from affiliate	200,000
Prepaid expenses	<u>550,000</u>
Total current assets	9,600,000

Fixed assets, net	3,000,000
Investment in affiliate	1,200,000
Security deposits and other assets	175,000
Cash surrender value of officers' life insurance policies, net of loans	<u>25,000</u>
Total assets	<u>\$14,000,000</u>

**LIABILITIES:**

Current liabilities:

Accounts payable	\$ 2,000,000
Current maturities of long-term debt	2,800,000
Current portion of capital lease obligations	130,000
Accrued expenses	400,000
Income taxes payable	<u>570,000</u>
Total current liabilities	5,900,000

Long-term debt	950,000
Long-term portion of capital lease obligations	50,000
Accrued rent	<u>600,000</u>
Total liabilities	<u>7,500,000</u>

**STOCKHOLDERS' EQUITY:**

Common stock, \$1 par value; authorized 75,000 shares; issued and outstanding 25,000 shares	25,000
Additional paid-in capital	175,000
Retained earnings	<u>7,600,000</u>
	7,800,000
Less, Treasury stock, at cost, 30,000 shares	<u>1,300,000</u>
Total stockholders' equity	<u>6,500,000</u>
Total liabilities and stockholders' equity	<u>\$14,000,000</u>

**Consolidated Statement of Unrestricted Activities**  
(Income Statement)  
Year Ended December 31, 20X1

	20X1	20X0
<b>Revenues:</b>		
Membership Dues	\$ 664,435	\$ 604,405
Interest and Investment Income	6,409	5,335
Publication Sales	99,665	90,411
Less Cost-of-Goods Sold	(19,933)	(18,082)
Advertising	150,230	71,446
Conference Registrations	225,173	200,377
Exhibitors	168,587	139,758
	<hr/>	<hr/>
Total Revenues	\$1,294,566	\$1,093,650
<b>Expenses:</b>		
Personnel:		
Salaries, Exempt	\$ 109,574	\$ 89,536
Salaries, Nonexempt	191,050	167,666
Salaries, Overtime	25,040	20,404
Fringe Benefits	81,416	73,373
Temporary Agency Fees	27,054	12,599
Independent Contractors	19,990	8,450
	<hr/>	<hr/>
Total Personnel	\$ 454,124	\$ 372,028
Professional:		
Auditing	28,000	25,000
Legal Fees	37,555	23,179
	<hr/>	<hr/>
Total Professional	\$ 65,555	\$ 48,179
Printing	312,951	287,088
Postage	74,892	60,583
Supplies	23,590	21,758
Rent	22,000	20,500
Telephone	63,504	59,946
Utilities	48,911	46,511
Mortgage Interest	32,155	33,552
Other Interest	12,598	14,765

00207

Travel:		
Transportation	33,940	29,743
Lodging	26,659	21,566
Meals	22,522	18,747
	<hr/>	<hr/>
Total Travel	\$ 83,121	\$ 70,056
Insurance	19,077	18,670
Miscellaneous	15,577	12,502
	<hr/>	<hr/>
Total Expenses	\$1,228,055	\$1,066,138
Change in Unrestricted Net Assets	\$ 66,511	\$ 27,512
Unrestricted Net Assets:		
Beginning of Year	\$ 51,051	\$ 23,539
End of Year	\$ 177,562	\$ 51,051
	<hr/> <hr/>	<hr/> <hr/>

00208

# APPENDIX S

00209

**LETTER OF INTENT TO LEASE PROPERTY  
LOCATED IN HUTCHINS, TX**

**OWNER:** First Baptist Church of Hutchins  
c/o Pastor Joel Harris  
Hutchins, TX

**TENANT w/ INTENT:**  
Rylie Faith Family Academy, Inc.  
Karen Belknap, President

**INTENT:** We, the tenants of intent, do hereby commit to lease approximately ~~5000~~<sup>15000</sup> sf at 200 and 203 Palestine in Hutchins, Texas. for a period of up to five years beginning July 15, 2000. The owner does hereby commit to lease this property to Tenant for an initial rate of \$4000.00 per month plus pro-rated taxes, insurance, and utilities.

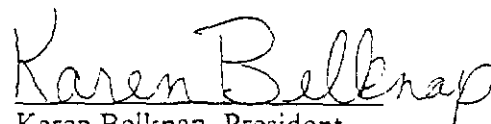
**CONTINGENCY:** Owner and tenant hereby agree that this offer to lease is contingent upon independent feasibility studies by both parties as to terms of lease and finish out requirements based on specifications to be provided by Tenant. This offer is null and void if Tenant does not get appropriate funding prior to July 15, 2000. Owner and Tenant to be satisfied with results of analysis or offer to lease is null and void.

**Feasibility Study:** Defined as whatever studies are required by both parties to ensure the terms of this lease are viable once finish out work, appropriation of funding, and city compliance issues are worked out.

**RENUMERATION:** Tenant hereby agrees to pay a \$10 nonrefundable option to lease fee in return for first right of refusal on this lease outline or any other lease that may be negotiated with owners for a period of 60 days from the date of this agreement.

**DATED:** January 11, 2000

  
Joel Harris, Pastor

  
Karen Belknap, President

00210



# APPENDIX T

00211

## 2000 - 2001 School Year

### July 2000

S	M	T	W	TH	F	S
						1
2	3	H	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### August 2000

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	SD	SD	SD	WD	12
13	{14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### September 2000

S	M	T	W	TH	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	{25	26	27	28	29	30

### October 2000

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	H	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### November 2000

S	M	T	W	TH	F	S
			1	2	3	4
5	{6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	H	H	25
26	27	28	29	30		

### December 2000

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	} WD	H	H	23
24	H	H	H	H	H	30
31						

- SD Staff Development
- WD Teacher Work Days
- BW Bad Weather/Make-Up Days
- { } Beginning-Ending Six Weeks
- H Holidays and Other Non-School Days

### Semester/Six Weeks

Aug. 14-Sept. 22	.....	29 days
Sept. 25-Nov. 3	.....	29 days
Nov. 6-Dec. 19	.....	30 days
First Semester	.....	88 days

Jan. 3-Feb. 16	.....	32 days
Feb. 20-April 6	.....	29 days
Apr. 9-May 23	.....	31 days
Second Semester	.....	92 days

### Staff Development

Aug. 8, 9, 10; February 19

### Teacher Work Days

Aug. 11; Dec. 20; May 24

### Bad Weather/Make-Up Days

(If Needed)

April 13, 16

### Holidays

and

### Other Non-School Days

Jan. 1	.....	New Year's Day
Jan. 15	.....	MLK Birthday
March 12-16	.....	Spring Break
May 28	.....	Memorial Day
July 4	.....	Independence Day
Sept. 4	.....	Labor Day
Oct. 9	.....	Fair Day
		Columbus Day
Nov. 23-24	.....	Thanksgiving
Dec. 20-Jan. 2	..	Winter Break

### January 2001

S	M	T	W	TH	F	S
	H	H	{3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### February 2001

S	M	T	W	TH	F	S
					1	2
					3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	SD	{20	21	22	23	24
25	25	27	28			

### March 2001

S	M	T	W	TH	F	S
					1	2
					3	
4	5	6	7	8	9	10
11	H	H	H	H	H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### April 2001

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	{9	10	11	12	BW	14
15	BW	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### May 2001

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	} WD	25	26
27	H	29	30	31		

### June 2001

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

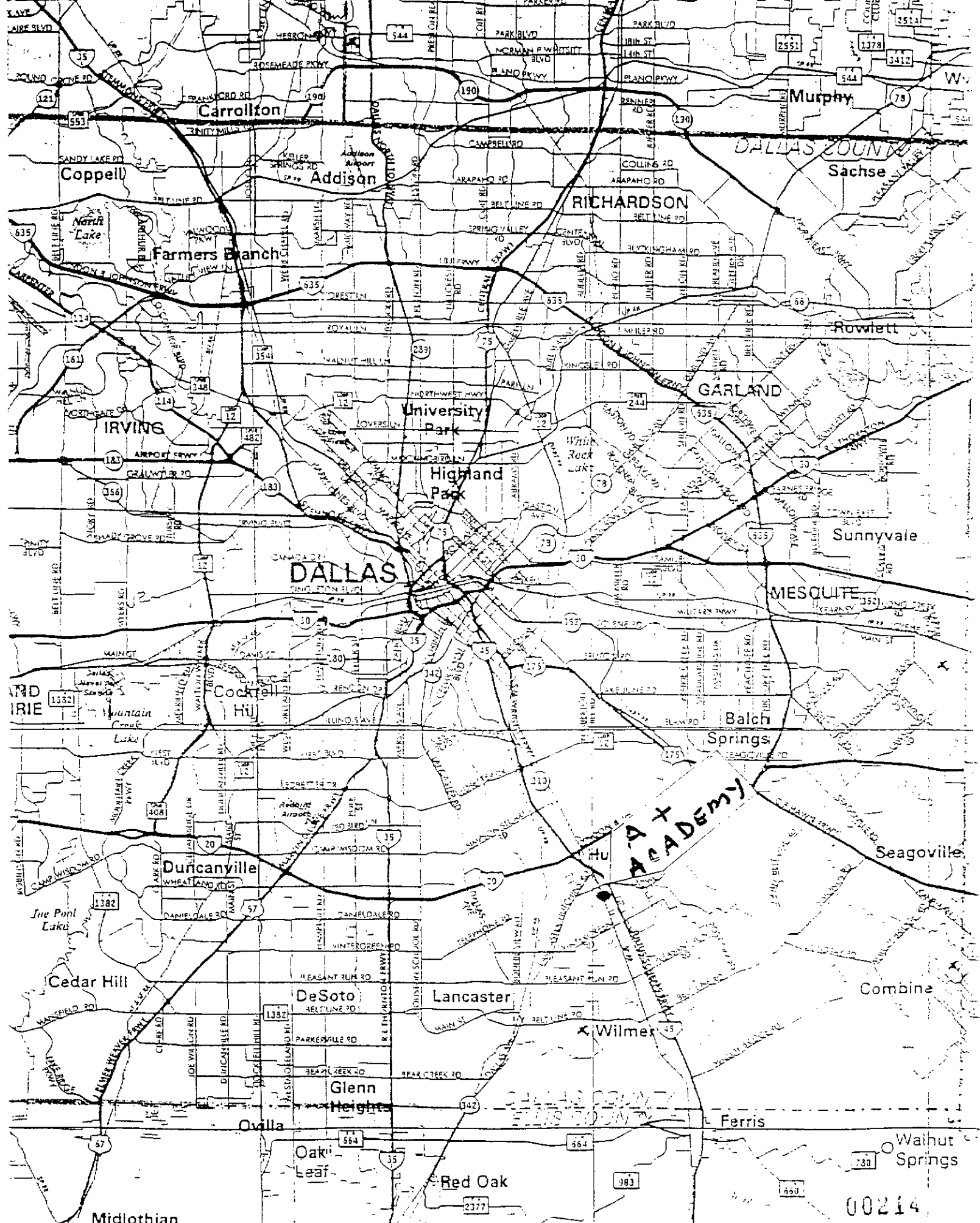
Students.....180 days

Teachers.....187 days

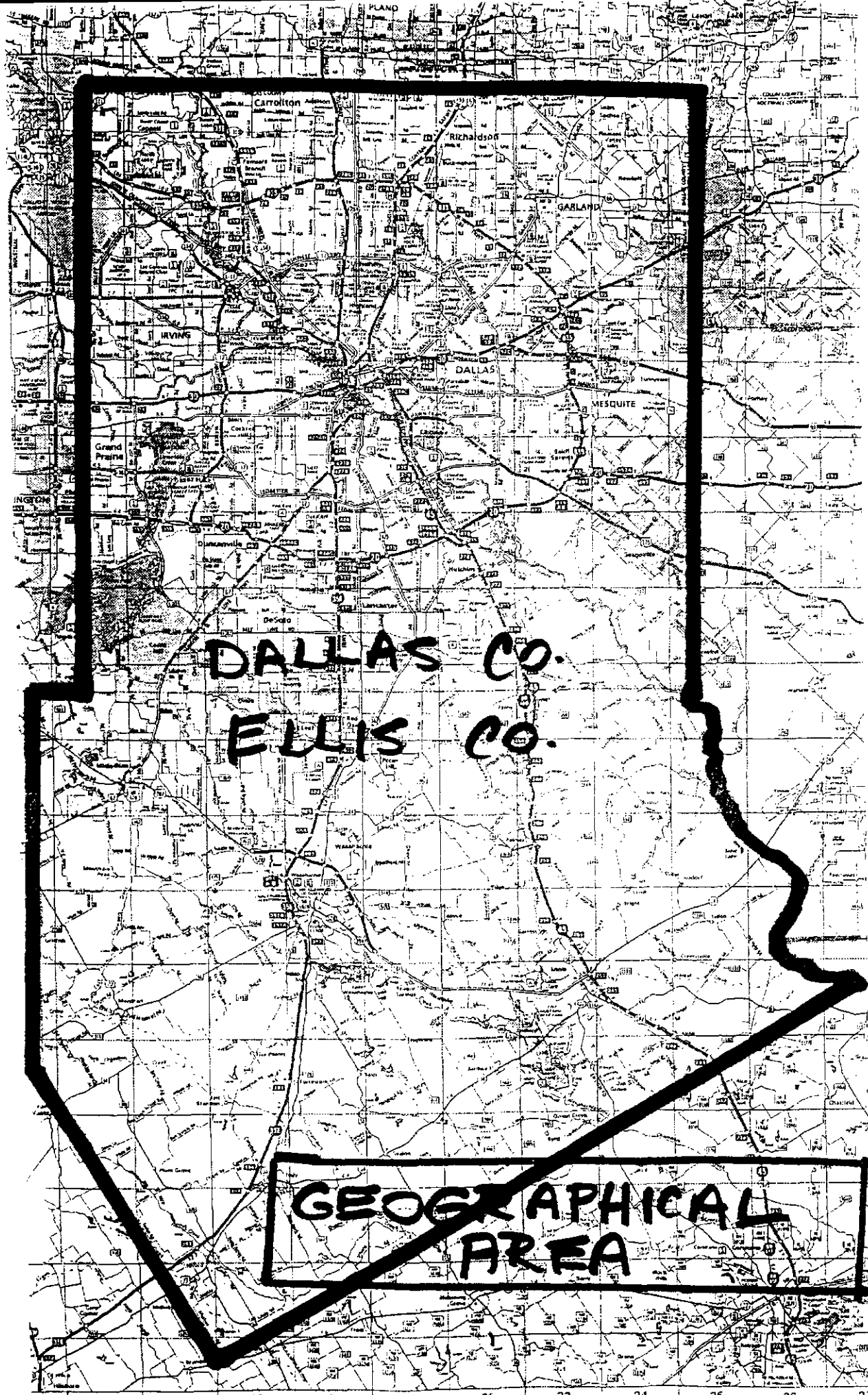
00212

# APPENDIX U

00213



00214



DALLAS CO.  
ELLIS CO.

GEOGRAPHICAL  
AREA

00215

# APPENDIX V

00210

**Family Educational Rights and Privacy Act Protected Material**

8 pages have been withheld

**PLEASE NOTE:** These pages contain material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at [PIR@tea.state.tx.us](mailto:PIR@tea.state.tx.us).



# TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Jim Nelson  
Commissioner of Education

## FILE COPY

June 26, 2000

Karen Belknap  
Rylie Faith Family Academy, Inc.  
10327 Rylie Rd.  
Dallas Texas 75217

Dear Mrs. Belknap:

Please find enclosed your charter school contract with original signatures. This document authorizes the operation of A+ Academy charter school by the sponsoring entity Rylie Faith Family Academy, Inc. Please note that the term of this contract is from June 21, 2000 to June 20, 2005.

Congratulations on your charter school. If the staff of the charter school office at the Texas Education Agency can assist you in any way, please do not hesitate to contact them at (512) 463-9575.

Respectfully,

Robert Muller  
Associate Commissioner  
Continuing Education and School Improvement

Enclosure



attach to Airbill. Express Shipping label will fit in the dotted lines

PLEASE TYPE OR PRINT  
FOR SHIPMENTS WITHIN U.S. ONLY

Sender Account Number [REDACTED]		Receipt Format No. 35568143	Payment [REDACTED] unless marked otherwise	Origin AUS 3785219631
FROM (Company) TEXAS EDUCATION AGENCY		Receiver 3rd Party <input type="checkbox"/>	Service Type <input checked="" type="checkbox"/> Express (Letter - 15.0 lbs)	
Street Address MAILROOM G102 1701 N CONGRESS AVE		Billing Reference (will appear on invoice) CC: 350/012		<input type="checkbox"/> Next Afternoon (Letter - 5 lbs)
City AUSTIN TX	State TX	ZIP CODE (Required) 78701	Next Afternoon to 2013 Red Post Stations Only	
Sent by (Name/Dept) Charter Schools		Phone 463-9575	Special Instructions <input type="checkbox"/> Saturday Delivery (extra charge, Express only, not available to all locations) <input type="checkbox"/> Lab Pack Service	
TO (Company) AT Academy		Declared Value <input type="checkbox"/> or <input type="checkbox"/> Full Insurance	Shipments Valuation .00	
Street Address 10327 Rylie Rd		Airborne Signature		
City Dallas TX	State TX	Date 4/22/01		
Attention: (Name/Dept) Karen Bellknap		Description SBOE Contract		
Sender's Signature [Signature]		Received At <input type="checkbox"/> Drop Box # <input type="checkbox"/> Airborne Terminal		

ABSENT A HIGHER SHIPMENT VALUATION, CARRIER'S LIABILITY IS LIMITED TO \$100 PER PACKAGE, OR ACTUAL VALUE, WHICHEVER IS LESS. SPECIAL OR CONSEQUENTIAL DAMAGES ARE NOT RECOVERABLE. SEE TERMS AND CONDITIONS ON REVERSE SIDE OF THIS NON-NEGOTIABLE AIRBILL. SCAC-AIRB-FED-3 NO. 91-0837469

**AIRBORNE EXPRESS**  
PO BOX 662, SEATTLE, WA 98111-0662  
800-247-2676

SENDER'S COPY

## United States Shipping

1. Complete applicable white sections of the U.S. Airbill. Sign and date the Airbill at the Sender's Signature line. Please press hard.
2. Peel off protective covering from back of Airbill.
3. Affix Airbill to pack within dotted lines shown.
4. When using a Drop Box - follow special instructions on the Drop Box.

## International Shipping

(Includes Canada & Puerto Rico)

To help ensure legibility of this multiple-part form, please type.

1. Complete applicable sections of the International Express Airbill. Sign and date the Airbill at the Sender's Signature line.
2. Place Airbill and necessary documentation in plastic sleeve. Seal sleeve.
3. Peel off backing of plastic sleeve.
4. Affix plastic sleeve to envelope.
5. Retain bottom copy of Airbill for your files.

## Limitations of Liability

Liability of Airborne Express is limited to \$100.00, unless a higher value is declared for carriage on our airbill. Airborne Express shall not be liable in any event for special, incidental or consequential damages, including but not limited to loss of profits or income. Services are provided as defined in the current Airborne Express Service Guide (subject to change without notice). Copies are available upon request.

## Shipment Weight

The shipment will be billed based on the whole pound rate. Fractions of a pound will be calculated at the next higher pound.

To reach your local CUSTOMER SERVICE CENTER  
call 1-800-AIRBORNE (1-800-247-2676).

00226

## CONTRACT FOR CHARTER

This contract is executed the 21st day of June 2000 between the Texas State Board of Education (the "Board") and Rylie Faith Family Academy, Inc. ("Charterholder") for an open-enrollment charter to operate a Texas public school to be known as A+ Academy.

<b>General</b>
----------------

1. Definitions. As used in this contract:
  - "Charter" means the open-enrollment charter, as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), granted by this contract.
  
  - "Charterholder" means the sponsoring entity identified in the charter application.
  
  - "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 #701-00-006; (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. Charterholder may not engage or modify the

00227

terms of the engagement of a private management company without approval by the Board in accordance with Paragraph 7 of this contract.

5. Term of Charter. The charter shall be in effect from June 21, 2000 through June 20, 2005, 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. For purposes of this paragraph, the terms of the charter include, among other provisions, specifications concerning the school's governance structure, characteristics of the educational program to be offered, and the location, type and number of facilities at which the school will operate. 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 \_\_\_\_\_ 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

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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.

<b>Financial Management</b>
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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

120<sup>th</sup> 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

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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.

Charterholder may not suspend operation of the school for a period of more than three days without mailing written notice to the parent or guardian of each student and to the Agency at least 14 days in advance of the suspension. 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 the Texas Education Code 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, Chapter 29, TEC, or Chapter 42, 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

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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.

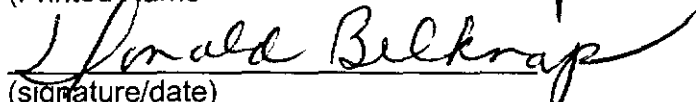
42. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charterholder with: (a) the terms, required assurances and conditions of Request for Application #701-00-006; (b) applicable law; and (c) all commitments and representations made in Charterholder's 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 Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.

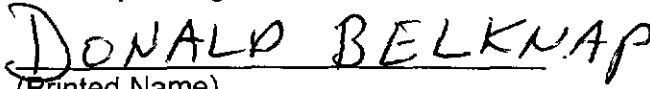
Entered into this 21<sup>st</sup> day of June, 2000.

Texas State Board of Education  
  
By Chase Untermeyer, Chairman

Charterholder  
  
(signature/date)  
Chairperson, Governing Board of  
Charterholder

  
(Printed Name)

  
(signature/date)  
Chief Operating Officer, Charterholder

  
(Printed Name)

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1 page has been withheld

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