

Revised during contingency process.  
See insert.

Application Coversheet (Please type)

Name of Proposed School to open in Fall 2006: Richland Collegiate High School of Mathematics, Science and Engineering

Name of Sponsoring Entity: Dallas County Community College District

Note: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.

The sponsoring entity is a (Check only one.):

☐ 501(c)(3) nonprofit organization ☒ Governmental Entity ☐ College or University

Chairperson of Governing Body of Sponsoring Entity: Jerry Prater

Chief Executive Officer of Sponsoring Entity: Jesus Carreon

CEO/Superintendent of Proposed Charter School: Stephen Mittelstet

Name of Governing Body of Sponsoring Entity Member Who Attended an Applicant Conference:

Jerry Prater

Date of Conference: December 3, 2004

Applicant Mailing Address (Not a P.O. Box): 701 Elm Street, Dallas, TX 75202-3299

Physical Address of Proposed Administrative Offices, if different from above:

12800 Abrams Road, Dallas, TX 75243-2199

Physical Address of the Main Campus:

12800 Abrams Road, Dallas, TX 75243-2199

Physical Address(es) of any Additional Campus(es):

None

Contact Name: David Canine

Contact Email address: DCANINE@DCCCD.EDU

Contact Phone #: (972) 238-6919

Contact Fax #: (972) 238-6957

Circle Grade Levels to be served:

Maximum Enrollment: 400

(must include, by Year 3, at least one grade level where TAKS is administered)

Year 1: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 2: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 3: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Will all teachers at the school be required to be certified by the State Board for Educator Certification (SBEC)?

☐ Yes

☒ No

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school nor any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered.

Jesus Carreon  
(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity

Date

Printed Name

2/22/05 JESUS CARREON

David B. Canine  
(BLUE INK) Signature of Application Preparer

Date

Printed Name

2/22/05 DAVID B. CANINE

With what company is the application preparer associated? Dallas County Community College District

Was preparer paid? ☐ Yes ☒ No

701-04-034-016

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Applicant Mailing Address (Not a P.O. Box): P. O. 701 Elm Street, Dallas, TX 75202-3299

Physical Address of Proposed Administrative Offices, if different from above: 12800 Abrams Road, Dallas, TX 75243-2199

Physical Address of the Main Campus: 12800 Abrams Road, Dallas, TX 75243-2199

Physical Address(es) of any Additional Campus(es): None

Contact Name: David Canine Contact Email address: DCANINE@DCCCD.EDU

Contact Phone #: (972) 238-6919 Contact Fax #: (972) 238-6957

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(must include, by Year 3, at least one grade level where TAKS is administered)

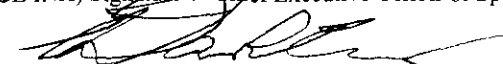
Year 1: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 2: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 3: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Will all teachers at the school be required to be certified by the State Board for Educator Certification (SBEC)?  
☐ Yes ☒ No

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|                                                                                     |                |                        |
|-------------------------------------------------------------------------------------|----------------|------------------------|
|  | <u>2/22/05</u> | <u>Jesus Carreon</u>   |
| (BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity                | Date           | Printed Name           |
|  | <u>2/22/05</u> | <u>David B. Canine</u> |
| (BLUE INK) Signature of Application Preparer                                        | Date           | Printed Name           |

With what company is the application preparer associated? Dallas County Community College District Was preparer paid? ☐ Yes ☒ No

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# Applicant Checklist

Richland Collegiate High School of Mathematics, Science, and Engineering

Dallas County Community College District

**Proposed Eleventh Generation Charter School Name**

**Sponsoring Entity Name**

*This list MUST be used by each applicant to ensure all sections of the application are included, complete, and responsive to the requirements. Sections deemed non-responsive will be marked incomplete. Any attachment without the correct document(s) will be considered incomplete. If attachments do not follow Section 11, this application will be considered incomplete.*

- ☒ Coversheet
- ☒ Table of Contents
- ☒ Applicant Checklist (this checklist)

**Application Sections** (All questions in each section must be answered completely.)

- ☒ 1 Statement of Need
- ☒ 2 Vision of the School
- ☒ 3 Educational Plan
- ☒ 4 Student Goals
- ☒ 5 Human Resources Information
- ☒ 6 Governance
- ☒ 7 Community Support
- ☒ 8 Geographic Boundary
- ☒ 9 Admissions Policy
- ☒ 10 Special Needs Students and Programs
- ☒ 11 Business Plan
- ☒ 12 **Attachments** (Mark to indicate that attachments are in order as indicated below.)

(See specific requirements for each attachment in the application.)

- ☒ A Notarized Biographical Affidavits
- ☒ B Organizational Chart
- ☒ C 501(c)(3) Determination Letter from IRS
- ☒ D Complete copy of Articles of Incorporation (not Certificate of Incorporation) filed with Texas Secretary of State and any amendments thereto or a comparable document if the sponsoring entity is a nonprofit corporation incorporated in another state, an institution of higher education, or a governmental entity.
- ☒ E Complete copy of Corporate Bylaws
- ☒ F Certificate of Incorporation (not Certificate of Amendment) from the Texas Secretary of State or a certificate or letter of status from the Texas Secretary of State. (If the sponsoring entity is an out-of-state corporation, it may submit a Certificate of Authority from the Texas Secretary of State or a document from its state of incorporation reflecting its corporate existence or status. If the sponsoring entity is an institution of higher education or a governmental entity, the entity should submit, as the attachment, a statement that the certificate of incorporation is inapplicable.)
- ☒ G Published Notice of Public Hearing
- ☒ H Synopsis of Public Hearing
- ☒ I Signed Certified Mail Receipt Cards
- ☒ J Audit Report
- ☒ K Credit Report
- ☒ L IRS Filing
- ☒ M Letters Indicating Sources of Private Funds or Lines of Credit, Business Arrangements or Partnerships
- ☒ N Start-Up Budget
- ☒ O Budget for Year One of Operation
- ☒ P Negotiated Service Agreement
- ☒ Q Negotiated Lease Agreement

*Items are checked to indicate their inclusion in proper order in all copies submitted to TEA as verified by the following:*

David B. Canine

Name of Preparer (Typed)

  
Signature of Preparer

2/22/05  
Date

Jesus Carreon

Name of CEO of Sponsoring Entity (Typed)

  
Signature of CEO of Sponsoring Entity

2/22/05  
Date



## STATEMENT OF NEED

### a) Why the proposed open-enrollment charter school is needed and why sufficient demand exists to make the school viable:

*"The higher education community must do more to support academic rigor, especially in high school, which is the key to success in college. It must help high schools expand high quality dual-credit and advanced-placement courses, as well as other academic and informational programs that provide all students genuine pathways to college." (Raymund A. Paredes, Texas Commissioner of Higher Education, Dallas Morning News, January 16, 2005)*

The Dallas County Community College District (DCCCD) proposes to open a charter high school at Richland College in Fall 2006 to be known as the "Richland Collegiate High School of Mathematics, Science, and Engineering." The High School will serve 400 students – 200 juniors and 200 seniors – each year through college-level dual credit classes. Students will enroll in college classes, earning high school credits toward graduation while also earning college credits. The High School will be open to students from Dallas County and the surrounding counties. As Richland College students, Collegiate High School students will have complete access to all the services offered to students at the college and throughout the DCCCD.

The movement toward higher education institutions holding charters to operate public high schools is a national trend. Maricopa Community College District in Phoenix, Arizona, operates three charter high schools while community colleges in Florida, South Carolina, Michigan, and New York operate charter high schools. The "Middle College" effort has resulted in public high schools operating on 120 community college campuses across the country, about half of which are charter schools. The "Early College Initiative" funded by the Gates Foundation supports 46 early colleges in 19 states, 30% of which are charters, while 72% are run by community colleges. The Initiative anticipates funding 170 early colleges in 25 states serving 68,000 students by 2012. In September 2004, the CEO of the Chicago Public Schools challenged each of the city's universities to run a charter school. As part of his "Renaissance 2010" plan to strengthen the school system, he said, "I'd like to see all the universities run a Chicago public school. Run a charter. Run a contract." (*Chicago Sun-Times*, September 3, 2004)

The need and demand for the Richland Collegiate High School is great. As a comprehensive community college system, the DCCCD's mission is to identify the community's educational needs and to work with employers and other educational institutions – both secondary and postsecondary – to best tackle those needs. This application for the Richland Collegiate High School is an example of carrying out that mission to best serve Dallas County and north Texas.

Richland College is the largest of the district's seven community colleges, enrolling about 14,000 credit students each semester. The campus lies on the northeast edge of Dallas, adjacent to Richardson and Garland. While its service area encompasses areas of all three cities, Richland College draws students from across Dallas, Collin, and Rockwall Counties who enroll in mathematics and engineering programs seeking to transfer to The University of Texas at Dallas and other universities noted for their engineering programs, in pre-medical and pre-dental oriented science curricula to transfer to The University of Texas at Arlington and other universities noted for their medical programs, and in the Teacher Preparation Institute before enrolling at Texas Women's University and the University of North Texas to become public school teachers.

### Dual Credit Programs

The DCCCD has 17 years of experience in offering college-level courses to high school students through its dual credit program. In this program, high schools students, usually those in the 11<sup>th</sup> and 12<sup>th</sup> grades, can enroll in college-level classes if they meet state and DCCCD criteria for dual credit and get permission from their school district or principal in private schools. Home schooled students also enroll in

Revised during contingency process.  
See insert.

**Issue Identified:**

"The coversheet and pages 4, 58, and 65 contain somewhat conflicting information regarding enrollment during the first year of operation. Page 65 reflects that the proposed school primarily seeks to admit 200 11<sup>th</sup> graders but that it may admit a few 12<sup>th</sup> graders who demonstrate "special circumstances." The school must be open to all eligible applicants and should not be admitting 12<sup>th</sup> graders on a case-by-case basis. The applicant could serve only 11<sup>th</sup> graders during the first year of operation or could designate a very small number of slots for 12<sup>th</sup> graders but admit those 12<sup>th</sup> graders on an equal basis."

**Response:**

The coversheet has been revised to remove the 12<sup>th</sup> grade as a grade level to be served in the first year of operation. Replace the opening section of section 1A on page 4 with the following:

**Why the proposed open-enrollment charter school is needed and why sufficient demand exists to make the school viable:**

*"The higher education community must do more to support academic rigor, especially in high school, which is the key to success in college. It must help high schools expand high quality dual-credit and advanced-placement courses, as well as other academic and informational programs that provide all students genuine pathways to college."*  
(Raymund A. Paredes, Texas Commissioner of Higher Education, *Dallas Morning News*, January 16, 2005)

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The movement toward higher education institutions holding charters to operate public high schools is a national trend. Maricopa Community College District in Phoenix, Arizona, operates three charter high schools while community colleges in Florida, South Carolina, Michigan, and New York operate charter high schools. The "Middle College" effort has resulted in public high schools operating on 120 community college campuses across the country, about half of which are charter schools. The "Early College Initiative" funded by the Gates Foundation supports 46 early colleges in 19 states, 30% of which are charters, while 72% are run by community colleges. The Initiative anticipates funding 170 early colleges in 25 states serving 68,000 students by 2012. In September 2004, the CEO of the Chicago Public Schools challenged each of the city's universities to run a charter school. As part of his "Renaissance 2010" plan to strengthen the school system, he said, "I'd like to see all the universities run a Chicago public school. Run a charter. Run a contract." (*Chicago Sun-Times*, September 3, 2004)

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programs, in pre-medical and pre-dental oriented science curricula to transfer to The University of Texas at Arlington and other universities noted for their medical programs, and in the Teacher Preparation Institute before enrolling at Texas Women's University and the University of North Texas to become public school teachers.

## Approved during contingency process

### Other

#### Issue Identified:

“Information on P. 4 states that students will have complete access to all the services offered to students at the college. Will fees be charged for these services?”

#### Response:

Replace the opening segment of Section 1A on page 4 with the following:

a) **Why the proposed open-enrollment charter school is needed and why sufficient demand exists to make the school viable:**

*“The higher education community must do more to support academic rigor, especially in high school, which is the key to success in college. It must help high schools expand high quality dual-credit and advanced-placement courses, as well as other academic and informational programs that provide all students genuine pathways to college.”*  
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Institute before enrolling at Texas Women's University and the University of North Texas to become public school teachers.

dual credit courses through an agreement between parents and the DCCCD. Dual credit students who successfully finish their courses receive credit toward high school graduation as determined by the school district while also earning college credits from the hosting community college. The district has comprehensive articulation agreements with most of the state's universities that allow students to transfer with those credits at any point after they graduate from high school.

All dual credit courses must meet the DCCCD's principles for college credit courses. They must follow a standard syllabus leading to defined learning outcomes approved by the Texas Higher Education Coordinating Board. The courses must be taught by a faculty member who meets the Southern Association of Colleges and Schools (SACS) criteria for accreditation. These standards require that faculty members teaching courses for college transfer must have at least a Master's degree with 18 graduate hours in the subject being taught. Courses leading to a technical degree require that the faculty member have a Bachelor's degree and at least 3 years of relevant industry experience.

Dual credit courses are offered in several formats. A significant number of students get permission from their school to enroll in one or more courses held on the college campus, leaving their high school to take the course on campus with other college students. Colleges can agree with a school district or private school to offer dual credit courses on the high school campus, enrolling groups of students from that high school in the class. Sometimes the college sends a faculty member to teach the class. In other cases where the high school has a faculty member who meets SACS requirements, that person can teach the class under the supervision of the appropriate academic dean at the college. Regardless of the setting for the class, academic rigor must be maintained through appropriate assessment of the students and observations by the department chair or academic dean.

The seven colleges in the DCCCD offer dual credit courses in all these formats, working with most of the school districts in Dallas County, several private high schools, and home schooled students. The following chart shows the number of high school students who enrolled in at least one dual credit course at a DCCCD college over the past four years:

**DCCCD Dual Credit Students (Fall 2001-Fall 2004)**

| <b>Semester</b> | <b>Total</b> | <b>Public/Charter School</b> | <b>Private School</b> | <b>Home School</b> |
|-----------------|--------------|------------------------------|-----------------------|--------------------|
| Fall 2001       | 3,128        | --                           | --                    | --                 |
| Spring 2002     | 2,966        | --                           | --                    | --                 |
| Fall 2002       | 3,475        | 2,775                        | 588                   | 112                |
| Spring 2003     | 3,151        | 2,549                        | 487                   | 115                |
| Fall 2003       | 3,240        | 2,431                        | 673                   | 136                |
| Spring 2004     | 3,044        | 2,282                        | 626                   | 136                |
| Fall 2004       | 3,039        | 2,179                        | 680                   | 180                |

In Fall 2004, these 3,039 students enrolled in more than 4,300 courses, taking 284 different college-level courses at the seven colleges. They came from 57 public high schools, 6 charter high schools, and 28 private high schools. The diversity of these students has remained relatively constant throughout these semesters at about 53% Anglo, 22% Hispanic, 14% African-American, 7% Asian American, and 4% other groups.

At Richland College, where the Collegiate High School will be located, the dual credit enrollments have grown, as shown below:

**Richland College Dual Credit Students (Fall 2002-Fall 2004)**

| <b>Semester</b> | <b>Total</b> | <b>Public/Charter School</b> | <b>Private School</b> | <b>Home School</b> |
|-----------------|--------------|------------------------------|-----------------------|--------------------|
| Fall 2002       | 195          | 158                          | 17                    | 20                 |
| Spring 2003     | 223          | 225                          | 18                    | 19                 |
| Fall 2003       | 312          | 232                          | 45                    | 35                 |
| Spring 2004     | 390          | 316                          | 38                    | 36                 |

| <u>Semester</u> | <u>Total</u> | <u>Public/Charter School</u> | <u>Private School</u> | <u>Home School</u> |
|-----------------|--------------|------------------------------|-----------------------|--------------------|
| Fall 2004       | 529          | 438                          | 46                    | 45                 |

Despite the refusal of officials at the Garland Independent School District, one of the three primary school districts served by Richland College, to approve students to take dual credit at Richland College, total enrollments have increased significantly while enrollments at other DCCCD colleges have declined.

This expansion has occurred for several reasons. The college has dedicated more resources to attracting dual credit students, creating a division specifically responsible for high school and community relations. Representatives from this division have worked closely with teachers, counselors, and officials in all three school districts and nearby private high schools to inform students and parents of the dual credit opportunities. As parents have learned how their students can earn college credits at no cost, credits that will transfer to whatever university their children wish to attend, word has spread. The college has employed faculty members in subject areas such as economics and government who have experience teaching high school students, assigning them to teach several dual credit courses on campus and at high schools. College officials have spoken to chambers of commerce and other business organizations, publicizing the dual credit program. So, while the DCCCD's total dual credit enrollment has fallen by 13% over the past two years, Richland's enrollments have grown by 171%.

Academic success is a tradition for Richland College's dual credit program. The rates of student success (students earning a grade of "C" or better) and the retention rates for dual credit classes stay well above the averages for all college classes and for other sections of the same classes dual credit students are taking:

| <u>Semester</u> | <u>Dual Credit Student Success Rate</u> | <u>Dual Credit Student Retention Rate</u> |
|-----------------|-----------------------------------------|-------------------------------------------|
| Spring 2002     | 87.7%                                   | 93.2%                                     |
| Fall 2002       | 86.9%                                   | 92.8%                                     |
| Spring 2003     | 92.0%                                   | 95.0%                                     |
| Fall 2003       | 90.3%                                   | 94.2%                                     |
| Spring 2004     | 91.1%                                   | 95.7%                                     |
| Fall 2004       | 91.0%                                   | 94.0%                                     |

Student success at these rates demonstrates the ability of high school juniors and seniors to handle college-level material while highlighting the value of a commitment to students by the college's faculty members and student support services staff members.

As these numbers suggest, the need for a dual credit charter high school is clear in Dallas County. When more than 3,000 high school juniors and seniors are willing to take college level classes each semester while finishing high school, adding to their academic load during what are often their most exciting school years, a need exists for a high school that offers a greater array of college-level courses and the opportunity to complete up to two years of college as soon as possible. The growth of dual credit at Richland College justifies plans to put the Collegiate High School there, where the growth in dual credit enrollments is fastest.

### **Regional Employment Needs**

Richland College's location in the Telecom Corridor® creates a need for earlier opportunities for high school students to start their college work, especially students looking for careers requiring strong skills in mathematics and science. The college was created in 1972 in part to support the growing high technology center emanating from Texas Instrument's international headquarters, educating technicians to support the great number of engineers TI and the other firms creating the world of "high tech" needed. Throughout its 33 years, Richland College has emphasized its mathematics and science courses and its technical programs leading to Information Technology (IT), Engineering Technology, Semiconductor

Manufacturing, and Computer Science careers. Richland College graduates transfer to The University of Texas at Dallas (UTD) to earn bachelors degrees in Electrical Engineering and Computer Science or become technicians at Texas Instruments and the 500 other technology-based employers in the region.

The college has stressed the integration of technology into all aspects of the academic process, ranging from assuring in 1994 that every full-time employee had a computer on his or her desk to supporting a professional development center for faculty to help them learn how to use technology to enhance their classroom skills to joining in national projects supported by Microsoft and Datatel to mentor other community colleges in strengthening their IT programs. Workforce development programs to train disadvantaged adults and youth in technology-based occupations have received state and national recognition over the past 15 years.

Still, this emphasis has not satisfied the local, regional, or national need for skilled engineers and technicians. While the “dot bomb” crisis several years ago may have created an impression that technology was somehow disappearing, this is, of course, an illusion. Studies of students enrolling in and earning Engineering degrees, including one by the Institute of Electrical and Electronics Engineers (IEEE) cited in the *Dallas Morning News* (November 14, 2004), indicate “enrollment in engineering programs stays too low to satisfy the long-term demand, and more stringent visa restrictions are limiting the number of foreign engineering students entering the country.”

Texas Instruments announced in early 2004 that it would build a \$3 billion, 1.2 million square-foot semiconductor manufacturing facility in Richardson, Texas, that would employ more than 1,000 people. The plant, scheduled to open in early 2006, will “deploy some of the most complicated manufacturing technologies the world has ever known,” according to Phil Ritter, a senior vice president for TI (*Dallas Morning News*, April 27, 2004). It will produce a wide range of digital devices for consumer electronics, mobile phones, broadband networks, and other applications. The economic impact is estimated to top \$11.9 billion, creating about 76,000 jobs in the region.

TI’s decision to put this plant in Richardson was not easy. As the *Dallas Morning News* article recounted, “About 80 percent of TI’s revenue comes from outside the United States, and the company seriously considered locating the new plant overseas. Building the facility in Asia would have saved TI an estimated \$1.3 billion in taxes over 5 years.” To counter this factor, the state of Texas committed more than \$300 million to UTD’s Erik Jonsson School of Engineering and Computer Science for advanced research and “to increase the number of area engineering graduates who can be immediately funneled into jobs at TI” (*Dallas Morning News*, April 27, 2004). One of the reasons cited by Governor Perry in announcing the funding was a study by the American Association of Engineering Societies showing that bachelors degrees in all areas of engineering have declined by more than 8% in the past 15 years, with the decline in Electrical Engineering at a shocking 47%. Less than 2% of U.S. high school graduates are expected to earn an engineering degree (“Engineering and Technology Degrees,” American Association of Engineering Societies, 2004). The centerpiece of the state’s investment will be a 200,000 square foot natural science and engineering facility at UTD “dedicated to cutting-edge technology research that requires specialized equipment and facilities” according to Hobson Wildenthal, executive vice president and provost at UTD. Staffing this facility over the next five years will require 40 more faculty members and 400 graduate students (*Dallas Morning News*, April 27, 2004).

Senator Kay Bailey Hutchison has created The Academy of Medicine, Engineering, and Science of Texas (TAMEST) to create a synergy among the state’s 12 Nobel laureates and 236 members of the National Academy of Science, National Academy of Engineering, and the Institute of Medicine to boost research across the state. The effort is focused on Dallas due to the presence of seven of the Noble laureates and most of the Academy members in this region. One of the goals of TAMEST is to invigorate the telecommunications industry in the Metroplex, another action that will increase the need for skilled engineers and technicians in the region.

#### **Relationships with Four-Year Higher Education Institutions**

Richland College has always had a strong partnership with UTD. While UTD grew from a graduate education center started by TI’s founders to educate their current and prospective engineers, Richland



College was located within a mile of TI's headquarters in 1972 for similar purposes – to prepare students to transfer to engineering programs across the state and to prepare students to become technicians in the high technology firms locating in the surrounding area. As both institutions matured, this relationship strengthened into today's partnership. While UTD has the highest freshman admissions standards of any public higher education institution in Texas, any student who earns an Associate of Arts (AA) degree at Richland with a cumulative GPA of 2.5 or better can transfer up to 66 credit hours to UTD with junior status. This agreement has been continued by UTD because studies show that Richland College students who transfer to UTD perform as well in their junior and senior years as students who started at UTD.

UTD students can take courses at Richland while enrolled at UTD and have those courses count toward their UTD credits. This allows UTD to concentrate on its special skills in preparing engineers and computer scientists while giving students access to the wide array of foreign language and liberal arts courses Richland College offers. Even some engineering and computer science students from UTD are counseled and choose to take the 3-semester calculus sequence at Richland rather than try to complete the same material in UTD's 2-semester format. UTD offers an upper-level Journalism course on Richland's campus each semester open to students from both institutions.

The partnership reached a new level in February 2004 when the presidents signed an articulation agreement formalizing the pathway for Electrical Engineering students entering Richland. Richland got permission from the Higher Education Coordinating Board to offer four first- and second-year introductory engineering courses that duplicate the courses UTD engineering students must finish. Richland created laboratories that mirror those at UTD while professors from both colleges revised courses to assure they were taught in the same way at both campuses. This duplication allows UTD to refer students to the Richland courses when UTD's courses are full. Faculty members from both colleges can teach at either site and work together on joint projects. Richland students get UTD student ID's and are assured admission to UTD's School of Engineering as juniors if they finish their Richland studies with a GPA of 2.5 or better. In its first year, this program has attracted more than 100 students to Richland.

With this partnership as a model, Richland's Dean of Engineering & Technology has worked closely with the University of North Texas (UNT) for the past year to help them develop their Electrical Engineering degree program, which includes the same four courses now taught at Richland. This will allow Richland engineering students to also transfer to UNT's program without any problems. The Dean of Engineering & Technology is now working on a similar agreement with The University of Texas at Arlington (UTA).

Richland also has an articulation agreement with Texas A&M University at Commerce that allows complete transfer of up to 85 credit hours into its Bachelor of Arts & Sciences program. The agreement with UTA allows students to transfer up to 66 hours of technical and liberal arts credits into the Bachelor of Arts and Bachelor of Science in Interdisciplinary Studies programs. In the Teacher Preparation area, agreements with Texas Women's University (TWU) and UTA allow Richland graduates to transfer 67 credit hours of liberal arts and teacher education courses to enter as juniors.

The reason Richland has developed these agreements to serve several hundred students each semester is the critical need among employers ranging from Texas Instruments to the local school districts for skilled employees now! The new Dean of UTD's School of Engineering and Computer Science, Bob Helms, was brought in from Stanford University to achieve the goal of making the School one of the top 50 engineering schools in the country. A *Dallas Morning News* article (September 12, 2004) profiling Dr. Helms asked the question, "...is it a good thing to be churning out computer scientists when so many of these jobs have been lost in the last three years?" Dr. Helms' reply demonstrates why the region needs more engineers, computer scientists, and technicians to support them:

"...the new UTD grads won't have to worry about finding jobs. They'll be creating them. 'Our focus needs to be not only on computer science jobs of today or yesterday, but on computer science jobs of the future'...Companies like Google, Yahoo and Cisco Systems

were started by Stanford graduates 'who have been educated in the entrepreneurial model,' he said. 'That's where we're putting our focus.'"

Over the years, Richland graduates have distinguished themselves as students who can make the transition to a university as juniors without stumbling; they transfer and continue their studies without a hitch. Consequently, area universities pursue Richland's students even before they earn their AA degrees, striving to recruit them into their own programs as soon as they graduate to help meet the shortages in these vital careers.

### **Expectations from Students and Parents**

*"It's difficult to find a word that describes a warrior for education. I usually call that person a 'Ninja parent.' That's someone who is committed to improving the quality and equity of education. One who is willing to learn and understand the educational system, one whose only mission is to have his or her children succeed."* (Marcela Garcini, Director of Parent Outreach, Hispanic Council for Reform and Education Options, *Dallas Morning News*)

While public school districts refuse to allow their students to take more than two dual credit courses each semester, Richland College has hosted students from private high schools and home schooled students who finish their entire junior and senior years of high school through college-level courses at Richland College. These students have performed extremely well, most completing those studies to earn their high school degrees. Some continue their studies at Richland after graduating from high school to earn an AA degree while others transfer to four-year universities. Some parents of public school students ask why their child cannot also complete high school with college-level classes. Of course, the parents of students in school districts that do not approve any student enrollment in dual credit are asking why their child is not allowed any access to college level courses while students in other school districts are enjoying this opportunity.

School districts do offer Advanced Placement (AP) courses for some students through the program coordinated by the College Board. AP courses offer successful students the opportunity to get college credits when they attend a university. Success includes both passing the course and making a satisfactory score on the national AP tests. A "*Dallas Morning News*" column by Kent Fischer (September 20, 2004) discussed the growth of AP programs, especially in Texas where students often enroll in AP classes to enhance their GPA to graduate in the top 10% of their class to assure admission to The University of Texas or Texas A&M. The column considered the perception that AP classes help cut costs by shortening the length of time a student goes to college, but pointed out that neither the College Board nor the Texas Higher Education Coordinating Board have any data supporting this belief. Kenneth Craycraft, the vice chancellor for academic affairs with the Texas State University System, said, "the only *guaranteed* way for high schoolers to trim future college tuition bills is to take real college classes taught by real college professors through the state's dual enrollment program." (*Dallas Morning News*, September 20, 2004)

A phenomenon noted by the "*Community College Times*" (October 12, 2004) is the increasing rate of students dropping out of high school to earn their general equivalency diploma (GED) so they can enter college sooner. The American Council on Education's GED Testing Service reports that the number of teenagers taking the GED test is growing rapidly. In Texas in 2000, 22% of the persons getting the GED credential were aged 16-17. While the number who left high school to earn the credentials and enter college sooner is not indicated, more than 75% of those test-takers suggested their purpose for taking the test was to enter higher education ("Focus on the GED: Who Takes It and Why," Southern Regional Education Board, September 2002). The Testing Service's most recent report for 2002 shows that more than 9,000 people aged 16 or 17 took the GED test in Texas.

### **Increasing Access to Higher Education for Traditionally Underrepresented Groups**

The National Center for Public Policy and Higher Education recently published “Measuring Up 2004: The National Report Card on Higher Education” (released September 15, 2004) assessing higher education in each state. Texas earned grades ranging from “B-“ to “D” in preparation, participation, affordability, completion, and benefits. While these grades are a slight improvement over the past decade, the following weaknesses were cited as endangering higher education in Texas:

#### **Preparation**

- “A small percentage of high school students enroll in upper-level science.
- Small proportions of 11<sup>th</sup> and 12<sup>th</sup> graders take and perform well on Advanced Placement tests and college entrance exams.
- Only a fair percentage of secondary students are taught by a qualified teacher.
- Black and Hispanic students are only two-thirds as likely as whites to enroll in upper-level science and math.”

#### **Participation**

- “Compared with other states, the likelihood of 9<sup>th</sup> graders enrolling in college within four years is low in Texas, which may put the state at risk given the large increase of high school graduates (26%) projected over the next 15 years.”

#### **Affordability**

- “Net college costs for low- and middle-income students to attend community colleges represent more than 30% of their annual family income. For the same students at public four-year colleges and universities, net costs represent nearly 40% of their income.”

#### **Completion**

- “Only a fair proportion of students earn a bachelor’s degree within six years.”

#### **Benefits**

- “Only a fair proportion of Texas residents have a bachelor’s degree, compared with top-performing states.”

James B. Hunt, chair of the National Center’s Board of Directors, commenting on the report card said, “We see big gains in high school preparation over the last decade, but the bad news is that these improvements have not been reflected in significantly higher college enrollment or completion rates” (“University Business,” October 2004). Peter Smith, President of the University of California Monterey Bay, says in his book *The Quiet Crisis* (2004) that “America is becoming a two-class society, and the great divide between the classes is education.” *Do What Works* by Tom Luce and Lee Thompson (2004) buttresses the report card, “...minority students and students in poverty are still underrepresented in AP courses. For example, African Americans and Hispanics represent 31 percent of high school students nationally, but make up only 17 percent of students taking AP tests.”

A 1999 study by Clifford Adelman for the U.S. Department of Education (*Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment*) makes the following points in the “Executive Summary” ([www.ed.gov/pubs/Toolbox/index.html](http://www.ed.gov/pubs/Toolbox/index.html)):

1. “The impact of a high school curriculum of high academic intensity and quality on degree completion is far more pronounced and positive for African-American and Latino students than any other pre-college indicator of academic resources. The impact for African-American and Latino students is also much greater than it is for white students.

2. Of all pre-college curricula, the highest level of mathematics one studies in secondary school has the strongest continuing influence on bachelor's degree completion. Finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters postsecondary education will complete a bachelor's degree.”

The Collegiate High School is an approach to offer higher level mathematics and science courses to students from diverse backgrounds in a welcoming setting where students of color are the majority.

**b) Why the charter school model is appropriate:**

The DCCCD Board of Trustees chose to apply for a charter from the State Board of Education to run the Richland Collegiate High School after careful consideration of options to meet the demands from employers, higher education institutions, and parents and students for greater access to higher education at an earlier opportunity to meet the great regional and state needs for skilled professionals such as scientists, doctors, teachers, and engineers. The success of the dual credit programs at all seven DCCCD colleges and the strong relationships between community colleges and universities in the region show the quality of education graduates get from the DCCCD. The insistent calls to the DCCCD and these universities from regional employers in high technology, medicine, and science for accomplished professionals and from local school districts for skilled teachers illustrate the dire need to sustain the region's economic health. Without a consistent infusion of skilled professionals into these industries, the Metroplex's capability for technological innovation and a positive economic climate is at stake. This is not acceptable for the region nor the state.

The decision to seek a charter was not made quickly nor without extensive research and consideration by the Trustees. Good relationships with all the school districts in Dallas County are a primary consideration. The work of these school districts and their employees is not to be discounted; they educate more than 500,000 students while overcoming myriad obstacles from an array of sources. Finances, students' special needs, parents' expectations, community demands, changing demographics are just some factors public schools and their governing boards must handle every day. The members of the DCCCD Board of Trustees have expressed great admiration for those who operate these schools, demanding that this project not detract from this work nor harm these schools and their students. Members of the Board have no wish to create a separate public school system, only to offer more opportunities to a group of students who are capable of college-level work, who can start their higher education sooner so they can meet their career goals and contribute to the future of their communities more quickly.

The charter school model is the most appropriate strategy to consider the needs of those students who are ready to move on to college, too many of whom are just “marking time” in their high schools. The charter school law passed by the Texas Legislature encourages the model proposed in this application, a model that expands access for younger students to college while not duplicating the state's model for traditional high schools. The state law provides funding from state funds for charter schools, but does not provide capital funds nor allows access to local tax funds. For charter schools attempting to open without access to additional resources, this restriction is a great obstacle. Yet, for the DCCCD, with its outstanding facilities, strong student support and administrative infrastructure, and nationally-recognized educational programs and faculty members, the available funding brings adequate resources to create a high-quality dual credit high school. The state funding is sufficient to support the High School's operations and provides resources for improvement.

A critical aspect of the Texas charter law is the removal of certification requirements for teachers of core subjects. Without this exclusion, no higher education institution could provide the proposed model, regardless of its effectiveness in serving students. Higher education faculty members rarely earn certification as a K-12 teacher because they do not teach those grades. Instead, higher education institutions require faculty members to meet the rules of the appropriate accreditation agency, in this case the Southern Association of Colleges and Schools (SACS). These SACS requirements meet the “No Child Left Behind” standards for a “highly qualified” teacher with “demonstrated competency” in the

subjects taught. A teacher in a core subject area must have earned a Master's degree with at least 18 graduate credit hours in the subject taught. Each college has a process in place to assure every faculty member's official transcripts have been received, reviewed, and approved by the appropriate educational administrators before that faculty member gets a contract to teach.

Another reason this charter model is suitable is the Board of Trustees who will govern the High School. The DCCCD Board of Trustees are elected from districts covering Dallas County and are responsible for governing the DCCCD. The Board has governed the district for almost 40 years, leading it in a responsible manner consistent with the charge from the citizens of Dallas County who elected them to office. The national recognition for the district as a well-run, stable, fiscally conservative educational institution stems from the Board's leadership. This leadership will be extended to oversight of the Collegiate High School.

A mark of the Board's leadership is its adherence to the Carver Policy Governance Model that separates issues of organizational purpose ("Ends") from all other organizational issues ("Means"), placing primary importance on those Ends. Policy Governance boards demand accomplishment of purpose and only limit the staff's available means to those that do not violate the board's standards of prudence and ethics. This leadership philosophy allows the Board of Trustees to exercise the requisite responsibilities of management, operation, and accountability while delegating sufficient authority to the Superintendent and Principal to carry out actions and strategies that lead to improved learning opportunities for High School students. As experienced practitioners of this leadership style, the Board of Trustees will understand their role in governing the High School from the day the charter is awarded. This will allow the High School to move forward wisely and effectively.

For these reasons, the DCCCD Board of Trustees chose to apply for a charter for the Richland Collegiate High School. The model fits within the district's mission of providing access to higher education throughout the region while not duplicating the work of school districts and private high schools. With the district's resources to support the High School, the state funding will result in a high quality charter school that can be a model for higher education institutions across Texas.

## VISION OF THE SCHOOL

### **a) Educational philosophy and pedagogy of the proposed school:**

The educational philosophy of the Richland Collegiate High School rests upon the maxim that a successful education program addresses the whole student – a mind-body-health continuum designed to enlighten a student’s mind while enriching that student’s spirit through multiple learning experiences designed to recognize each student’s skills and abilities, to best use those abilities, and to develop each student’s intellectual foundation. At Richland College this philosophy is summarized as “Teaching, Learning, Community Building,” a slogan placed on every entrance door on the campus to remind students and faculty, staff, and community members of the ultimate reason for the college’s existence. Every member of the college family is expected to exhibit all three aspects of this belief - teaching others, learning from them, and building community with classmates, co-workers, and the many local, statewide, national and international communities within which the college must function.

Richland Collegiate High School students will join in this experience as full-time college students with complete access to the services the college offers all students. These services range from a comprehensive Center for Tutoring and Learning Connections to core academic programs focused on special topics that respond to students’ particular interests to intramural athletics and an array of student activities. In addition, High School students will be immersed in the special experience of transitioning from a traditional high school or home school setting to a college environment. Extra support services designed specifically to ease this transition, to help High School students realize the greatest benefit, will envelope the students, recognizing each student’s individual needs and developing suitable educational plans with each student and parent.

The pedagogical foundation of the Richland Collegiate High school is summarized by Luce and Thompson in Do What Works (2004) – “The way to improve the academic and economic prospects of our high school students, then, is clear: we need to make sure that each student experiences a rigorous high school curriculum.” As they conclude from Adelman’s study, “Student’s high school course load is more determinative of whether the students will complete college with a bachelor’s degree than the students’ test scores, class rank, or grade point average” (pages 136-137). The High School offers a rigorous curriculum that gives students college credits before they have completed high school. Whether a High School student decides to earn a high school diploma and an AA degree from Richland College simultaneously or that student chooses to finish high school, then transfer to a four-year institution with two years of college credits, every High School student has shouldered a demanding course load.

The Collegiate High School’s pedagogy reflects the purpose for the DCCCD’s core curriculum, which is predicated on the judgment that a series of intellectual competencies – reading, writing, speaking, listening, critical thinking, and computer literacy – are essential to the learning process in any discipline. Regardless of students’ experience in exercising these competencies, they need further instruction and practice to meet college standards and to succeed in both their major field of academic study and their chosen career. The goal of the core curriculum is to foster multiple perspectives while informing and delivering content.

High School students will work toward completing the DCCCD core curriculum to earn their high school graduation credits while attaining the following perspectives:

1. “Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;

7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of the scholarly disciplines.”  
(Dallas County Community College District Core Curriculum)

While developing these perspectives, High School students will achieve the practical outcomes of earning their high school diplomas and finishing their core curriculum, assuring them of complete transfer as a junior to any higher education institution in Texas.

**b) Educational innovations that will distinguish this school:**

The Richland Collegiate High School will incorporate educational innovations that, considered as a whole, will distinguish it from other charter high schools in Texas and the nation.

**Earning college credits while completing high school**

The opportunity for Collegiate High School students to earn college credits while finishing the 11<sup>th</sup> and 12<sup>th</sup> grades and graduating from high school through the dual credit framework has been discussed in previous sections. The specific courses each student will take during these two years to earn that high school diploma while accumulating college credits ultimately depends on that student’s academic skills and career goals. However, students will not be allowed to select their courses unilaterally. Students must first follow the path that leads to a high school diploma. A student must enroll each semester through a counselor, either one of the High School counselors, or, if more appropriate, through a Richland College academic advisor, who will review the student’s academic record to identify the courses the student should take the next semester and for the remainder of time in the High School.

In addition to earning a high school diploma, High School students will work toward completing the DCCCD core curriculum. This curriculum adheres to state requirements that every higher education institution offer a core curriculum of 42-48 credit hours that meets the goals outlined above. When a student successfully finishes an institution’s core curriculum, that recognition is transferable to any other Texas higher education institution. This means that a student who completes the core curriculum at Richland College can transfer to any other Texas university without being required to take any of that institution’s core courses. The DCCCD Core Curriculum consists of the following components:

**Communications (9 credit hours):**

- English 1301 (Composition I)
- English 1302 (Composition II)
- Speech 1311 (Introduction to Speech) or Speech 1315 (Fundamentals of Public Speaking) for an AA or AS degree or any Foreign Language course 1311 or higher or an American Sign Language course to complete the core

**Mathematics (3 credit hours)**

- Math 1314 (College Algebra) or higher

**Lab Sciences (8 credit hours, two courses from the following list)**

- Biology 1406, 1407, 1408, and 1409
- Chemistry 1405, 1407, 1411, and 1412
- Geology 1401, 1403, 1404, and 1445
- Physics 1401, 1402, 1405, 1407, 1411, 1412, 1415, 1417, 2425, and 2426

**Social/Behavioral Sciences (15 credit hours)**

- History 1301 (History of the United States I)
- History 1302 (History of the United States II)
- Government 2301 (American/Texas Government I)

- Government 2302 (American/Texas Government II) and one of the following -
- Anthropology 2346 (Introduction to Anthropology), 2351 (Cultural Anthropology); or
- Economics 1303 Economics of Contemporary Social Issues), 2301 (Macroeconomics), 2302 (Microeconomics), 2311 (Economics of Global Issues); or
- Psychology 2301 (Introduction to Psychology), 2314 (Developmental Psychology), 2316 (Psychology of Personality); or
- Sociology 1301 (Introduction to Sociology), 1306 (Contemporary Social Issues), or 2319 (Race, Ethnicity and Community)

**Humanities/Visual and Performing Arts** (9 credit hours, one course from each group)

Group 1

- Arts 1301 (Art Appreciation), 1303 (Art History I), 1304 (Art History II)
- Dance 2303 (Dance Appreciation)
- Drama 1310 (Introduction to the Theater), 2366 (Film Appreciation)
- Humanities 1315 (Fine Arts Appreciation)
- Music 1306 (Music Appreciation), 1308 (Music Literature I), 1309 (Music Literature II)

Group 2

- English 2321 (British Literature Overview), 2322 (British Literature I), 2323 (British Literature II), 2326 (American Literature Overview), 2327 (American Literature I), 2328 (American Literature II), 2331 (World Literature Overview), 2332 (World Literature I), or 2333 (World Literature II)

Group 3

- Cultural Studies 2370 (Cultural Studies)
- History 2321 (World Civilizations I), 2322 (World Civilizations II), 2380 (Heritage of Mexico), 2381 (African-American History)
- Philosophy 1301 (Introduction to Philosophy), 2306 (Ethics), 2307 (Introduction to Social and Political Philosophy), 2316 (History of Ancient Philosophy), 2317 (History of Modern Philosophy)
- Religion 1304 (Major World Religions)

**Other** (4 credit hours)

- Physical Education 1164 (Beginning Physical Fitness)
- Computer Science 1300 (Computer Literacy) or higher

The following chart compares high school graduation requirements for the “Recommended” and “Distinguished Achievement” diplomas with Richland College’s core curriculum requirements:

| <b>High School Graduation Requirements</b>                                                                       | <b>RLC Core Curriculum Requirements</b>                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>English/Language Arts (4 credits)</u><br>English I (1)<br>English II (1)<br>English III (1)<br>English IV (1) | <u>Communications (9 credit hours)</u><br>English 1301<br>English 1302<br>English 2321, 2322, 2323, 2326, 2327, 2328,<br>2331, 2332, <u>or</u> 2333 (1 course) |
| <u>Mathematics (3 credits)</u><br>Algebra I (1)<br>Algebra II (1)<br>Geometry (1)                                | <u>Mathematics (3 credit hours)</u><br>Mathematics 1314, 1324, 1332, 1333, 1348, 1414,<br>2342, 2412, 2442, <u>or</u> higher level (1 course)                  |



| <b>High School Graduation Requirements</b>                                                                                                                              | <b>RLC Core Curriculum Requirements</b>                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Science (3 credits)</u><br>Biology (1)<br>Chemistry (1)<br>Physics (1)                                                                                               | <u>Lab Sciences (8 credit hours)</u><br>Biology 1406, 1407, 1408, 1409<br>Chemistry 1405, 1407, 1411, 1412<br>Geology 1401, 1403, 1404, 1445<br>Physics 1401, 1402, 1405, 1407, 1411, 1412, 1415, 1417, 2425, 2426 |
| <u>Social Studies (3½ credits)</u><br>World History (1)<br>World Geography (1)<br>US History (1)<br>US Government (½)                                                   | <u>Social/Behavioral Sciences (12 credit hours)</u><br>History 1301<br>History 1302<br>Government 2301<br>Government 2302                                                                                          |
| <u>Economics (½ credit)</u><br>Economics (½)                                                                                                                            | <u>Social/Behavioral Sciences (3 credit hours)</u><br>Economics 1303, 2301, 2302, 2311<br>Anthropology 2346, 2351<br>Psychology 2301, 2314, 2316<br>Sociology 1301, 1306, 2319                                     |
| <u>Foreign Language (3 credits)</u><br>Level I (1)<br>Level II (same language) (1)<br>Level III (same language) (1)                                                     | No foreign language requirement                                                                                                                                                                                    |
| <u>Physical Education (1½ credits)</u><br>Personal Fitness (½)<br>Physical Education (1)<br><u>or</u> participation in approved physical/athletic activities (up to 1½) | <u>Physical Education (1 credit hour)</u><br>Physical Education 1164                                                                                                                                               |
| <u>Health Education (½ credit)</u><br>Health I (½)                                                                                                                      | No health education requirement                                                                                                                                                                                    |
| <u>Speech (½ credit)</u><br>Communication Applications (½)                                                                                                              | <u>Communications (3 credit hours)</u><br>Speech 1311 or 1315                                                                                                                                                      |
| <u>Technology Applications (1 credit)</u><br>Computer applications and related courses (1)                                                                              | <u>Technology Applications (3 credit hours)</u><br>Computer Science 1300 or higher                                                                                                                                 |
| <u>Fine Arts (1 credit)</u><br>Arts, Dance, Drama, <u>or</u> Music (1)                                                                                                  | <u>Visual and Performing Arts (3 credit hours)</u><br>Arts 1301, 1303, 1304<br>Dance 2303<br>Drama 1310, 2366<br>Humanities 1315<br>Music 1306, 1308, 1309                                                         |
| <u>Humanities</u><br>No humanities requirement                                                                                                                          | <u>Humanities (3 credit hours)</u><br>Cultural Studies 2370<br>History 2321, 2322, 2380, 2381<br>Philosophy 1301, 2306, 2307, 2316, 2317<br>Religion 1304                                                          |
| <u>Electives (2½ credits)</u><br>Preferably courses in English, language arts, mathematics, science, and social studies (2½)                                            | <u>Electives</u><br>Selected with advisor to include courses to complete high school graduation requirements                                                                                                       |

High School students will enter having completed the 9<sup>th</sup> and 10 grades and the high school graduation requirements taught in those grades. For their electives in the 11<sup>th</sup> and 12<sup>th</sup> grades, they will take the additional courses in areas such as English to complete their high school graduation requirements. As

available, these students may also take electives in courses they need to help them prepare for their career goals, to meet curriculum requirements at their anticipated transfer university, or for personal enrichment.

### **Learning Communities**

*Building Communities: A Vision for a New Century* (American Association of Community Colleges, 1988), the final report of the Commission on the Future of Community Colleges, called for the creation of “learning communities” across community colleges to realize a vision built upon creating community through acknowledgement of common goals and cooperation to achieve them – a role for which community colleges are uniquely suited. Within the instructional arena of community colleges, learning communities linking two or more courses and faculty members organized around a theme have become more widely spread as a strategy to create this vision. These learning communities organize students and faculty members into coherent groups pursuing a common educational purpose offering a setting for students to be socialized to the expectations of college and to develop academic and social support networks. As Valeria Ann Bystrom comments in *New Paradigms for College Teaching* (1997), “Interdisciplinary studies lets the knowledge out of the boxes, so that students set to building connections, buttresses, and windows.” (page 248)

A learning community brings together up to 40-50 students enrolled in two or more classes, meeting for 6-8 hours or more each week. Learning is based upon collaboration, discussion, and team projects connecting the courses through a common theme. Richland College has offered learning communities for more than 15 years in various modalities and settings for students with differing academic skills and preparation. The five learning communities scheduled for the Spring 2005 semester offer these themes:

- “Freedom: 40<sup>th</sup> Anniversary of the 1965 Voting Rights Act” (Government 2301 or 2371 and History 1302 or 2372) explores how historical events and government actions expanded the right to vote;
- “Thinking, Speaking, and Writing” (English 1302, 2311, or 2342 and Speech 1311 or Human Development 1372) conducts an interdisciplinary study of thinking, speaking, and writing abilities;
- “Race, Ethnicity, and Community: An Inside Look at Multicultural America” (Sociology 1306 or 2319 and Government 2301 or 2371) studies the effects of historical, social, and cultural influences on behavior and perceptions of others with special emphasis on issues of race and ethnicity;
- “The Ever-Emerging Self: From Cradle to Grave” (Psychology 2314 and Philosophy 2306), designed for students interested in a medical career, examines issues in developmental psychology and medical ethics, exploring the ever-emerging self from birth to death; and
- “Biology from a Chemical Perspective” (Biology 1406 and Chemistry 1405) prepares students with little or no background in chemistry to successfully finish the major biology course.

In the past, the college has also offered learning communities for students in English for Speakers of Other Languages and developmental education courses to speed them toward college-level classes.

Assessments by students and faculty and analysis of data from learning communities confirm that learning communities are an outstanding learning opportunity for many students. The interaction in and outside class, the close communications among faculty members and students, and the focus on a common theme encourage students to work together, to function as a caring community. The practice increased retention and improved student success. Bringing together students from diverse backgrounds in learning communities results in increased retention and student success among members of all these groups. An extensive study by The University of Texas at San Antonio of its learning communities included the following findings ([www.utsa.edu/lc/stat](http://www.utsa.edu/lc/stat)):

- One year retention of all learning community students was 13% higher than for non-learning community students and two year retention was 11% higher,
- One year retention of African-American learning community students was 49% higher and two year retention was 75% higher,

- One year retention of Hispanic learning community students was 11% higher and two year retention was 15% higher,
- Average GPA for all students in learning communities was 12% higher,
- Average GPA for African-American students in learning communities was 12% higher, and
- Average GPA for Hispanic students in learning communities was 15% higher.

Collegiate High School students will participate in learning communities each semester. Since students will stay on campus until 4:00 each afternoon, these learning communities will usually meet for 3 hours two or three days each week. The actual topics and courses included in each learning community will depend on students' needs and faculty members who are available to teach the courses, but they will normally combine two or more core courses. Typical combinations could include any combination of English, speech, history, cultural studies, and government; math and computer science; or the biology/chemistry community offered this semester. Each learning community will be led by faculty members qualified to teach at least one of the courses offered. These faculty members will collaborate throughout the class periods to assure continuity among the subjects taught. The High School will also provide a teaching assistant for each learning community to help with logistics, arrangements, and technical support. The learning communities will also be the base for High School students' service learning activities and their senior exhibitions, which will be discussed later in this section.

Faculty members teaching learning communities will participate in professional development activities before they start teaching to learn more about collaborative learning strategies, working with younger college students, and building community in the classroom. Those faculty members who are most successful in the learning communities will form a nucleus to attract additional faculty members for future learning communities. These leaders could lead future professional development workshops and mentor new teachers.

### **Service Learning**

"Service Learning" is defined as a program in which students learn and develop through thoughtfully organized service experiences that meet real community needs. Service learning has become a component of many high school and community college curricula; more than 50% of community colleges offer some form of service learning for students. Richland College has served as a mentor for the American Association of Community College's "Broadening Horizons Through Service Learning" project funded by the Corporation for National and Community Service, working with more than 20 community colleges across the country over the past five years.

Service Learning at Richland College is offered as an opportunity for students in all learning communities and about 40 other classes across the college. Nearly 500 students volunteered for more than 10,000 hours of service in 2003-2004 ranging from building homes with Habitat for Humanity to tutoring and mentoring students at elementary and middle schools near Richland to helping disabled campers at Camp Summit. In addition to the volunteer work, students write journals chronicling their experiences and thoughts, then meet in sessions with their teachers and other students to share feelings and reflections.

Collegiate High School students will be required to complete and document at least 30 hours of service learning each year. This service can be performed in any venue approved by Richland College's Service Learning Coordinator. High School staff members will work with the faculty members teaching the learning communities and the college's Service Learning Coordinator to develop service learning activities for students during each school year. These activities can be focused for an individual or small group of students who have a particular career interest, such as in health or teaching. Opportunities related to the theme of each learning community will be available for other students. The High School students will maintain reflective journals discussing their service activities. The Service Learning Coordinator and learning community teachers will lead reflection seminars with students to help them integrate their service experiences into their educational journey.

### **Senior Exhibition**

Collegiate High School seniors will be required to complete a “Senior Exhibition” to earn a “Distinguished Achievement” diploma. This year-long project will demonstrate a student’s proficiency in the academic components of the Collegiate High School education and in applying the intellectual skills necessary for success in college. The exhibition is distinguished by the student’s academic independence in generating a topic, involving the college and High School community, and making a public presentation that meets the High School’s standards of assessment.

The exhibition must reflect one or more of these academic disciplines - English, mathematics, science, social studies, fine arts, and technology. A student may write a research paper or develop a product with a supporting paper. To complete either option, the student must develop a question or hypothesis worthy of in-depth research, interpret the research to draw reasonable conclusions, and support these conclusions with varied and well-documented evidence. The research paper will manifest scholarly research and demonstrate proficiency in research writing.

Students wishing to develop a product must demonstrate their research through an outcome such as a collection of art pieces, original computer software, a play based on a historical event, a video documentary, an original music score, a work of historical fiction, or a comprehensive laboratory report of a scientific experiment. The accompanying paper would address the historical tradition of the discipline or craft demonstrated in the product and detail how that tradition influenced the student’s original work. The exhibition will culminate with a public presentation open to students, faculty, and the community at which the student will present findings and respond to questions.

The learning communities will support seniors as they develop their exhibitions. In addition, the seniors will engage in activities throughout the year to fulfill this requirement through group activities such as short-term study projects and integrated learning workshops and by working individually with college faculty members and High School counselors. Richland College faculty members will be contracted to work with each student, acting as mentors and guides. The student will also identify one or more content experts outside the High School and college faculty and staff members to work with the student and participate in evaluating the final product and presentation. The public Senior Exhibitions will be held during the weeks before high school graduation as the culmination of the senior’s experience at the Collegiate High School.

### **Additional Learning Activities**

State law requires that high school students receive 180 days of instructional services during each academic year. A full semester at Richland College includes 75 days of instruction, meaning a Collegiate High School student will participate in 150 days of instruction while taking college classes during the two semesters. Thus, students must receive another 30 days of instructional services during that academic year to meet state requirements. This requirement will be met by starting the academic year for high school students three weeks before Richland College classes start (15 instructional days), attendance for three days after the Richland College Fall Semester ends and two days before the Spring Semester starts (5 instructional days), and attending for two weeks after the Richland College Spring Semester ends (10 instructional days).

This expanded schedule before the Fall Semester will allow incoming 11<sup>th</sup> grade students time to complete a full orientation to their new school and give returning 12<sup>th</sup> grade students time to refocus their attention and begin working on their Senior Exhibitions. During this time, students will participate in workshops and seminars designed to strengthen learning and study skills, increase student awareness of the world in which they will function, and prepare for the college experience. Senior students will participate in a Senior Retreat before classes start. All students will participate in team building and leadership development activities during this time. Students will also begin their Service Learning projects.

During the time between the Fall and Spring Semesters, seniors will work on their Senior Exhibitions and junior students will participate in workshops and seminars. Again, all students will participate in Service Learning projects.

Revised during contingency process.  
See insert.

*Approved during contingency process*

**Issue Identified:**

“Describe the purpose and requirements associated with the senior retreat mentioned on P. 19.”

**Response:**

Replace the segment of Section 2B on pages 19-20 pertaining to “Additional Learning Activities” with the following:

**Additional Learning Activities**

State law requires that high school students receive 180 days of instructional services during each academic year. A full semester at Richland College includes 75 days of instruction, meaning a Collegiate High School student will participate in 150 days of instruction while taking college classes during the two semesters. Thus, students must receive another 30 days of instructional services during that academic year to meet state requirements. This requirement will be met by starting the academic year for high school students three weeks before Richland College classes start (15 instructional days), attendance for three days after the Richland College Fall Semester ends and two days before the Spring Semester starts (5 instructional days), and attending for two weeks after the Richland College Spring Semester ends (10 instructional days).

This expanded schedule before the Fall Semester will allow incoming 11<sup>th</sup> grade students time to complete a full orientation to their new school and give returning 12<sup>th</sup> grade students time to refocus their attention and begin working on their Senior Exhibitions. During this time, students will participate in workshops and seminars designed to strengthen learning and study skills, increase student awareness of the world in which they will function, and prepare for the college experience. All students will participate in team building and leadership development activities during this time. Students will also begin their Service Learning projects.

Senior students will participate in a Senior Retreat before classes start. The two-day retreat will be held off-campus at one of facilities in the Dallas area used by schools to provide a non-sectarian environment in which students can build relationships while they consider their futures as rising seniors. The RCHS will provide transportation to and from the retreat site, meals while at the site, presenters and group leaders, instructional materials, and any other items to enhance the experience at no cost to students. To allow all students to participate, they will not stay overnight at the retreat site. Topics for students will include avoiding the “senior slump,” transfer opportunities after graduation, career exploration, health and wellness, and leadership.

During the time between the Fall and Spring Semesters, seniors will work on their Senior Exhibitions and junior students will participate in workshops and seminars. Again, all students will participate in Service Learning projects.

The final two weeks after the college’s Spring Semester ends will allow time for completing the school year - taking care of administrative details and preparing for graduation. Seniors will present their Senior Exhibitions and take a Senior Class trip. Juniors will participate in workshops and seminars designed to prepare them for their final year at the High School.

The final two weeks after the college's Spring Semester ends will allow time for completing the school year - taking care of administrative details and preparing for graduation. Seniors will present their Senior Exhibitions and take a Senior Class trip. Juniors will participate in workshops and seminars designed to prepare them for their final year at the High School.

### **Laptop Computers**

Every Collegiate High School student will be loaned a laptop computer for use during his or her time as a student. These laptop computers will have wireless capabilities and be loaded with appropriate software to assist every student in completing assignments, conducting research, and participating in on-line activities such as listserv's for classes and eConnect. The High School office area will be wireless to encourage students to use their laptops in this setting to communicate and research. Other areas of the Richland College campus are already wireless, including the Library. Providing every High School student with a laptop computer assures that no student will miss the opportunities others may have solely due to their financial circumstances.

Each student will be responsible for his or her laptop computer, including its contents. The High School will purchase insurance for every computer, but the primary accountability rests on the student. While this may appear to be risky, experiences at other charter high schools that provide laptop computers have been quite positive with no lost computers and only two broken in the first four years. As is true in almost all settings and cases, students live up to – or down to – expectations. The expectation of High School students is responsibility and performance as a college student.

The educational innovations discussed above will result in a high school/collegiate experience for students not available at any other educational institution in Texas. Graduates will have earned their high school diplomas while accumulating 60 or more college credits that transfer to any university in Texas and elsewhere. They will have myriad experiences to prepare them for ongoing academic success and satisfying careers – collaboration and teamwork, leadership, public service, research, synthesis and application of knowledge, and hard work to achieve a goal.

## EDUCATION PLAN

### a) Scope and sequence of the proposed education program:

The proposed education program for the Collegiate High School centers on students in the 11<sup>th</sup> and 12<sup>th</sup> grades taking college-level classes in a dual credit mode. This model allows students both to complete their high school graduation requirements and accumulate college credits that can lead to an AA degree from Richland College and/or transfer to a four-year university to enter with advanced standing.

Students entering the Collegiate High School will review their high school records with a counselor to identify the courses that student needs to graduate from the High School within two years. The counselor will then match these needed high school courses to courses offered by Richland College that this particular student is ready to take. The student will then have a personal degree plan based upon the college's assessment of academic skills and individualized career aspirations.

The Richland College Disabilities Services office will manage enrollments for special education students. This office, which has been in operation for 20 years, currently works with more than 500 learning and/or physically challenged college students each semester. Counselors in the office work with each student to develop an individualized learning plan based upon assessments of the student's academic skills, educational aspirations, and the Richland College curriculum. The office provides support services such as interpreters for the hearing impaired, note takers for the visually impaired, and mobility assistants as needed. Counselors also act as advocates for students to assure they receive appropriate accommodation in the classroom and other learning activities.

Special education students attending the High School will receive all of these services from the Disability Services Office. The counselor, working with the student and parents, will develop a learning plan appropriate to that student's special education needs. The courses that a student can take at Richland College will range from developmental education classes in reading, writing, and mathematics (or ESOL for non-native English speakers) to individual learning skills and academic development courses to courses in technical programs to college transfer courses. In situations in which a special education student is eligible to enter the 11<sup>th</sup> or 12<sup>th</sup> grade, yet needs classes at an even lower level than offered by Richland College, the Disability Services Office and High School staff members will arrange appropriate alternative education opportunities with nearby educational institutions, through the Educational Service Center Region 10 Cooperative, or with individual instructors to offer instruction at the college in appropriate facilities.

As required by the Texas Education Code (TEC), the Collegiate High School's curriculum includes a foundation offering English language arts; mathematics; science; and social studies consisting of Texas, United States, and world history, government, and geography. The High School will also offer an enrichment curriculum including languages other than English, health, physical education, fine arts, economics with emphasis on the free enterprise system and its benefits, career and technology education, and technology applications. Every course offered by Richland College and the DCCCD includes learning objectives approved by the Texas Higher Education Coordinating Board that form the framework for the course and must be included in the course syllabus for all students. These objectives are stated in the same manner as the Texas Essential Knowledge and Skills (TEKS) objectives, though, being college-level, they presume outcomes at a higher skill level.

### English Language Arts and Reading

High school students must complete four years of English to graduate. Collegiate High School students will have completed two years when they enroll, meaning they must complete courses equivalent to English III and English IV to graduate from the High School. The courses "Composition I and II" (ENGL 1301 and 1302) teach the essential knowledge and skills required in English III. High School students will complete these classes in the 11<sup>th</sup> grade. To complete the English Language Arts sequence in their senior year, High School students will take two "British Literature" courses (ENGL 2321 and 2322) that cover British literature from the beginning through modern literature.

Revised during contingency process.  
See insert.

**Issue Identified:**

“Will all students and parents be required to attend an interview after admission (P. 21). What happens if one does not attend an interview?”

**Response:**

Revise the opening segment of Section 3A on page 21 with the following:

**Scope and sequence of the proposed education program:**

The proposed education program for the Collegiate High School centers on students in the 11<sup>th</sup> and 12<sup>th</sup> grades taking college-level classes in a dual credit mode. This model allows students both to complete their high school graduation requirements and accumulate college credits that can lead to an AA degree from Richland College and/or transfer to a four-year university to enter with advanced standing.

Students entering the Collegiate High School will meet with a counselor to review their high school records and identify the courses that student needs to graduate from the High School within two years. The counselor will then match these needed high school courses to courses offered by Richland College that this particular student is ready to take. The student will then have a personal degree plan based upon the college’s assessment of academic skills and individualized career aspirations.

Parents/guardians will be encouraged to attend this meeting with their student to assure they understand what courses the student is taking and why, but will not be required to attend.

The Richland College Disabilities Services office will manage enrollments for special education students. This office, which has been in operation for 20 years, currently works with more than 500 learning and/or physically challenged college students each semester. Counselors in the office work with each student to develop an individualized learning plan based upon assessments of the student’s academic skills, educational aspirations, and the Richland College curriculum. The office provides support services such as interpreters for the hearing impaired, note takers for the visually impaired, and mobility assistants as needed. Counselors also act as advocates for students to assure they receive appropriate accommodation in the classroom and other learning activities.

Special education students attending the High School will receive all of these services from the Disability Services Office. The counselor, working with the student and parents, will develop a learning plan appropriate to that student’s special education needs. The courses that a student can take at Richland College will range from developmental education classes in reading, writing, and mathematics (or ESOL for non-native English speakers) to individual learning skills and academic development courses to courses in technical programs to college transfer courses. In situations in which a special education student is eligible to enter the 11<sup>th</sup> or 12<sup>th</sup> grade, yet needs classes at an even lower level than offered by Richland College, the Disability Services Office and High School staff members will arrange appropriate alternative education opportunities with nearby educational institutions, through the Educational Service Center Region 10 Cooperative, or with individual instructors to offer instruction at the college in appropriate facilities.

As required by the Texas Education Code (TEC), the Collegiate High School’s curriculum includes a foundation offering English language arts; mathematics; science; and social studies consisting of Texas, United States, and world history, government, and geography. The High School will also offer an enrichment curriculum including languages other than English, health, physical education, fine arts, economics with emphasis on the free enterprise system and its benefits, career and technology education, and technology applications. Every course offered by Richland College and the DCCCD includes learning objectives approved by the Texas Higher Education Coordinating Board that form the framework for the course and must be included in the course syllabus for all students. These objectives are stated in the same manner as the Texas Essential Knowledge and Skills (TEKS) objectives, though, being college-level, they presume outcomes at a higher skill level.



High school students are also required to complete the “Communications Applications” course to graduate. For those who have not taken this course before they enter the Collegiate High School, they will enroll in “Introduction to Speech” (SPCH 1311), which has similar expectations of knowledge and skills to be learned.

Richland College also offers courses in English, Humanities, Journalism, and Speech equivalent to courses outlined in the TEKS as acceptable electives for the high school diploma. Among the English courses are “Creative Writing,” “Technical Writing,” and “World Literature.” Richland offers a Humanities course and a “Public Speaking” course in the Speech curriculum. In addition to Journalism classes, the college offers a Photojournalism class and is currently installing the technology needed to offer “Broadcast Journalism” classes.

The college also offers a series of developmental reading courses for students whose assessments indicate they are not yet ready for college-level English and Speech classes. While students in these courses do not earn transferable college credit, they will advance toward their high school diploma.

### **Mathematics**

High school graduation requirements include 3 credits in mathematics in Algebra I, Algebra II, and Geometry. Most Collegiate High School students will enter having completed Algebra I, Geometry, and possibly Algebra II. Some will have moved beyond these courses in the 9<sup>th</sup> and 10<sup>th</sup> grades and be ready to tackle upper-level math courses in the High School.

Richland College’s mathematics courses parallel these high school courses. The college math ladder starts with developmental math courses beginning with “Pre Algebra Mathematics” (DMAT 0090); moving on to “Algebra Fundamentals I, II, and III” (DMAT 0097, 0098, and 0099); then to college credit courses starting with College Algebra” (MATH 1414). Advanced students may take calculus courses and differential equations.

Each High School student’s math skills will be assessed prior to developing a degree plan to assure the student earns the necessary credits for high school graduation, but at the appropriate level. All of the courses offered by Richland College develop the skills outlined in TEKS.

### **Science**

High school graduation requirements for the “recommended” diploma include three science credits in biology, chemistry, and physics. Collegiate High School students will come to the school having completed at least one of these sciences, usually Biology. In their two years at the Collegiate High School, all students will complete their science requirement by taking the two courses they did not complete by the 10<sup>th</sup> grade. Of course, students who arrive with no science credits will have to take all three courses.

All three sciences offer two separate introductory courses for science majors (BIOL 1406/1407, CHEM 1411/1412, and PHYS 1401/1402) and for non-science majors (BIOL 1408/1409, CHEM 1405/1407, and PHYS 1405/1407). All of the courses schedule 50% of their class time for students to conduct field and laboratory investigations as suggested in the TEKS. High School students will select the appropriate courses based on each one’s academic and career goals. By taking these courses, High School students will also fulfill their DCCCD core curriculum requirements for lab sciences.

High School students can take “General Introductory Astronomy” (PHYS 1412) as an equivalent to “Astronomy” in TEKS. They can also take “Physical Geology” (GEOL 1403) and “Meteorology” (GEOL 1447) as an equivalent to the “Geology, Meteorology, and Oceanography” TEKS course.

### **Social Studies**

High school students must complete 3½ credits in Social Studies to graduate – “United States History Since Reconstruction” (1 credit), “World History Studies” (1 credit), “World Geography Studies” (1 credit), and “United States Government” (½ credit). By the time a student enters the Collegiate High School, he or she will usually have earned two Social Studies credits, though which will vary. This will leave at least 1½ credits to be earned while attending the High School.

Richland College offers equivalent courses for the required Social Studies courses. These courses follow the TEKS essential skills, weaving together the eight strands of essential knowledge and skills for social studies through history and geography to establish a sense of time and a sense of place:

- “World Civilizations I and II” (HIST 2321 and 2322) offer the broad base of knowledge outlined in the “World History Studies” course,
- “Physical Geography” (GEOG 1301) and “World Regional Geography” (GEOG 1303) combine to provide the essential knowledge outlined for “World Geography Studies”
- “American Government” (GOVT 2301) teaches similar essential knowledge and skills to what is required in the “United States Government” course.

To adhere to this philosophy of Social Studies, most of these courses will be taught in learning communities designed to bring the strands together into a coherent presentation of the social studies, including the threads of citizenship and cultural understanding.

Richland College also offers courses that equate to the elective courses outlined in the TEKS Social Studies requirements. “Introduction to Psychology” (PSYC 2301) meets the knowledge and skills outlined in “Psychology,” while “Introduction to Sociology” (SOCI 1301) aligns with the “Sociology” course.

### **Languages Other Than English**

Richland College offers the following non-English languages for college credit: Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Vietnamese. Four levels of instruction are offered in each language with additional courses in Spanish literature. The four levels of language instruction match and extend beyond the first four levels outlined in the TEKS rubric. The 4<sup>th</sup> level of languages in the High School will provide skills equivalent to TEKS levels VI and VII. High School students may also take exploratory languages as outlined in TEKS by taking the first level of any of the above languages.

High School students seeking a “recommended” or “distinguished achievement” diploma will complete at least one year of the language they have studied in earlier grades to earn at least 3 high school credits in that language. Richland language faculty and staff members will assess the language skills of these students before they are enrolled in High School language classes to assure appropriate placement. These students may then complete up to two additional years of that language and receive college and high school credits.

### **Health Education**

High school graduation requirements require a student to have completed ½ credit in Health Education. Students normally take the course “Health I” in the 9<sup>th</sup> or 10<sup>th</sup> grade, so they would have this requirement completed before entering the Collegiate High School. For those students who have not met this requirement and for those who wish to add the equivalent of the “Advanced Health” course, Richland College offers “Health for Today” (PHED 1304), a course designed to foster a better understanding of the major health issues of the day, including emotional health, chemical use and abuse, human sexuality, major diseases, physical fitness, nutrition, aging, and death and dying.

### **Physical Education**

The high school graduation requirement in Physical Education is 1½ credits, beginning with “Foundations of Personal Fitness.” The other credit can be earned through a variety of physical education courses or participation in individual or team sports or another approved activity. Most High School students will have met this requirement before they enter, but others may still need some or all of their Physical Education credits. The DCCCD core curriculum includes a requirement that a student complete “Beginning Physical Fitness” (PHED 1164), which is equivalent to “Foundations of Personal Fitness.” Students who need to earn an additional ½ or full credit when they enter the High School can take

advantage of many Physical Education classes at Richland College in individual and team sports designed to give the student competency in two or more of the sports listed in the TEKS.

### **Fine Arts**

One credit in fine arts is required for high school graduation. Those Collegiate High School students who enroll without having already earned that credit can learn the requisite skills from the introductory sequences of two courses starting with any one of these courses: “Art Appreciation” (ARTS 1301), “Dance Appreciation” (DANC 2303), “Introduction to Theater” (DRAM 1310), or “Music Appreciation” (MUSI 1306). All four courses build upon the requisite skills while completing part of the Humanities/Visual and Performing Arts component of the DCCCD core curriculum.

### **Economics with Emphasis on the Free Enterprise System and Its Benefits**

High school students must complete ½ credit in Economics to obtain a diploma. Some High School students will have completed this requirement before entering; others will still need to meet it. A student can also satisfy part of the DCCCD core curriculum requirement in Social/Behavioral Sciences by completing an Economics course. Those students who still need to earn credit for the “Economics with Emphasis on the Free Enterprise System and Its Benefits” can enroll in “Economics of Contemporary Social Issues” (ECON 1303) and meet both requirements. To assure that all aspects of the TEKS are included in this instruction, ECON 1303 would be taught as part of a learning community with an appropriate history course or the Cultural Studies course. This would allow a learning community theme centered on the free enterprise system and its benefits that included the historical and cultural perspective evident in the TEKS. High School students who have already completed the course in the 9<sup>th</sup> or 10<sup>th</sup> grade can enroll in another Economics class (probably ECON 2301) to meet the core curriculum requirement.

### **Agricultural Science and Technology Education**

No specific credits in this area are required for high school graduation. Collegiate High School students may enroll in Richland’s “Principles of Horticulture” (HALT 1401) course to learn the skills outlined in the TEKS in the area of Horticultural Science if they wish to explore this career opportunity.

### **Business Education**

High school graduation requirements do not include a specific Business Education course. However, Richland College offers a number of courses that correspond to various courses listed under this rubric. A Collegiate High School student could take any of these courses as they fit into a degree plan:

- “Business English” (POFT 1301) teaches the skills outlined in “Business Computer Information Systems I,”
- “Introduction to Business” (BUSI 1301) aligns with “Introduction to Business” in TEKS,
- “Introduction to Keyboarding” (POFT 1127) equates to the “Keyboarding” course in TEKS,
- “Principles of Accounting I” (ACCT 2301 or 2401) and “Principles of Accounting II” (ACCT 2302 or 2402) build upon the skills outlined for the “Accounting I” course in TEKS,
- “Business Law” (BUSI 2301) aligns with and builds upon the skills listed for “Business Law” in TEKS,
- “Principles of Management” (BMGT 1303) equates to the “Business Management” course described in TEKS,
- “Word Processing” (POFI 2301) and “Advanced Word Processing (POFI 2340) align with “Word Processing Applications” in the TEKS

### **Health Science Technology Education**

Richland College does not offer any Health Science Technology courses, so High School students will not be taking any courses in this area. However, no credits are required in this area for graduation.

### **Home Economics Education**

Richland College does not offer any Home Economics Education or Child Development courses, so High School students will not be taking any courses in this area. However, no credits are required in this area for graduation.

### **Technology Education/Industrial Technology Education**

Richland College offers three technical education programs that extend the technology and industrial technology essential knowledge and skills outlined in the TEKS. High School students will be able to enroll in the appropriate courses in any of these technical programs. Richland College's technical programs that include courses that correspond to specific courses in the TEKS include Computer Information Technology, Engineering Technology, and Multimedia Technology.

### **Marketing Education**

Richland College offers the course "Principles of Marketing" (MRKG 1311) with similar knowledge and skill expectations as those outlined for the "Marketing Dynamics" course in TEKS. High School students may enroll in this course to earn credit for the equivalent course. The college also offers a complete technical program in International Business that includes the course "International Marketing Management" (IBUS 1354) with similar learning outcomes to the "International Marketing" course in TEKS. Finally, the college offers a marketing course titled "e-Commerce" (MRKG 2312) that covers topics similar to those in the TEKS course "Technology in Marketing."

### **Trade and Industrial Education**

Students enrolling in the career programs under this section are not usually seeking college credits in those areas, but are preparing for a vocation. Richland College does not offer equivalent courses in any of these areas other than in "Communications and Media Systems." In that area, Richland offers courses that are comparable to these TEKS courses: "Commercial Photography" matches "Commercial Photography I" (PHOT 2356) and "Commercial Photography II" (PHOT 2357); "Graphic Communications Technologies" matches "Design Communication I" (ARTC 1317) and "Advanced design" (ARTC 2311); and "Computer-Aided Drafting" matches "Basic Computer-Aided Drafting" (DFTG 1309) and "Technical Drafting" (DFTG 1405).

### **Technology Applications**

Computer literacy is one of the intellectual competencies in the DCCCD core curriculum as well as one of the essential elements of knowledge and skills required of all Texas high school graduates. The TEKS course "Computer Science I" translates to the DCCCD "Computer Literacy" course (COSC 1300). High School students who have stronger computer skills and/or are planning to continue studies in computer science or engineering fields may also enroll in more advanced Computer Science courses at Richland beginning with "Introduction to Computer Science and Programming" (COSC 1415), equivalent to "Computer Science II." Other courses in the Technology Applications section that have equivalents at Richland College include "Desktop Publishing" and "Desktop Publishing for the Office" (POFI 2331), "Digital Graphics/Animation" and "Basic Animation" (ARTC 1301), "Multimedia" and "Introduction to Multimedia" (IMED 1301), and "Web Mastering" and "Web Page Design I" (IMED 1316) and "Web Page Design II" (IMED 2315).

### **Career Orientation**

This course is recommended for grades 9-10. It is not a high school graduation requirement. Richland College does offer a course with similar expected learning outcomes titled "Educational Alternatives" (HDEV 0100) that could be included as part of a learning community or as a separate course for High School students who wish to include it in their portfolio.

### **Spanish Language Arts and English as a Second Language**

High School students requiring bilingual/English as a second language (ESL) instruction will enter the college's extensive English for Speakers of Other Languages (ESOL) program. The ESOL program provides instruction at four levels in listening/speaking, reading, writing, and grammar starting with courses for persons with no English-speaking skills and moving on to college-preparatory courses. These levels of courses equate to the courses at various levels outlined in the TEKS.

Every ESOL student's skill levels are assessed in all four areas. The student is then placed into classes at the appropriate level in each subject. Classes are offered in several modes that allow a student to move at an individual speed toward mastery of the language – small classes that meet more often than usual classes, individualized and computer-based instruction, and semester-long learning communities. While the ESOL classes are not college-level, meaning High School students taking those classes will not earn transferable college credits, the students will move toward high school graduation while taking those classes.

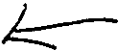
The table below demonstrates courses available to High School students at Richland College and other DCCCD colleges that equate to courses outlined in TEKS, requiring similar knowledge and skills, but at the college-level:

| <b><u>Course in TEKS for 11<sup>th</sup>/12<sup>th</sup> Grades</u></b>                                                                                                                                                                                                                    | <b><u>Equivalent DCCCD Course(s)</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>English Language Arts and Reading</u><br>English III<br>English IV<br>Communications Applications<br>Reading I, II, & III<br><br>Creative and Imaginative Writing<br>Research and Technical Writing<br>Humanities<br>Public Speaking I, II, or III<br>Journalism<br><br>Photojournalism | English Composition I & II (ENGL 1301 & 1302)<br>British Literature I & II (ENGL 2322 & 2323)<br>Introduction to Speech (SPCH 1311)<br>Developmental Reading I, II, & III (DREA 0090, 0091, & 0092)<br>Creative Writing I & II (ENGL 2307 & 2308)<br>Technical Writing (ENGL 2311)<br>Fine Arts Appreciation (HUMA 1315)<br>Fundamentals of Public Speaking (SPCH 1315)<br>Introduction to Mass Communications (JOUR 1307)<br>Introduction to Photography and Photojournalism & Advanced Photography and Photojournalism (PHOT 1316 & 1317) |
| <u>Mathematics</u><br>Algebra II<br><br>Precalculus                                                                                                                                                                                                                                        | Algebra Fundamentals I, II, III (DMAT 0097, 0098, 0099) or College Algebra (MATH 1314 or 1414)<br>Precalculus Mathematics (MATH 2412)                                                                                                                                                                                                                                                                                                                                                                                                       |
| <u>Science</u><br>Biology<br><br>Chemistry<br><br>Physics<br><br>Astronomy<br>Geology, Meteorology, and Oceanography                                                                                                                                                                       | Biology I & II (BIOL 1406 & 1408 or 1407 & 1409)<br>Chemistry I & II (CHEM 1405 & 1407 or CHEM 1411 & 1412)<br>Physics I & II (PHYS 1401 & 1402 or PHYS 1405 & 1407)<br>General Introductory Astronomy (PHYS 1412)<br>Physical Geology & Meteorology (GEOL 1403 & 1447)                                                                                                                                                                                                                                                                     |

**Issue Identified:**

“It is unclear whether the proposed school will have teachers certified in bilingual education or ESL. Page 26 states that students requiring bilingual/ESL will enter the college’s extensive English for Speakers of Other Languages (ESOL) program. Under TEC § 29.061, which applies to charter schools, a teacher assigned to a bilingual education, an ESL, or other special language program must be appropriately certified. Therefore, the teachers in the ESOL program must be certified in order to teach the charter school students.”

**Response:**

Revise section 3A, paragraph titled Spanish Language Arts and English as a Second Language on page 26 with the following: 

**Spanish Language Arts and English as a Second Language**

High School students requiring bilingual/English as a second language (ESL) instruction will enter the college’s extensive English for Speakers of Other Languages (ESOL) program. All of the instructors employed to teach RCHS students bilingual education and/or ESL will be certified as required. Richland College offers an alternative teacher certification program that certifies bilingual/ESL teachers. The faculty members in this program are certified bilingual education/ESL teachers, as are their successful graduates. This connection assures that the college will find and employ highly qualified, certified bilingual education/ESL teachers to serve RCHS students.

The ESOL program provides instruction at four levels in listening/speaking, reading, writing, and grammar starting with courses for persons with no English-speaking skills and moving on to college-preparatory courses. These levels of courses equate to the courses at various levels outlined in the TEKS.

Every ESOL student’s skill levels are assessed in all four areas. The student is then placed into classes at the appropriate level in each subject. Classes are offered in several modes that allow a student to move at an individual speed toward mastery of the language – small classes that meet more often than usual classes, individualized and computer-based instruction, and semester-long learning communities. While the ESOL classes are not college-level, meaning High School students taking those classes will not earn transferable college credits, the students will move toward high school graduation while taking those classes.

| <b>Course in TEKS for 11<sup>th</sup>/12<sup>th</sup> Grades</b>                                                                                                                                                  | <b>Equivalent DCCCD Course(s)</b>                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Social Studies</u><br>World History Studies<br>World Geography Studies<br><br>United States History Since Reconstruction<br><br>United States Government<br>Psychology<br>Sociology                            | World Civilizations I & II (HIST 2321 & 2322)<br>Physical Geography (GEOG 1301) & World Regional Geography (GEOG 1303)<br>History of the United States I & II (HIST 1301 & 1302)<br>American Government (GOVT 2301)<br>Introduction to Psychology (PSYC 2301)<br>Introduction to Sociology (SOC 1301)                                                      |
| <u>Languages Other Than English</u><br>Language Other Than English (Levels 1-2)<br>Language Other Than English (Levels 3-4)<br>Language Other Than English (Levels 5-7)                                           | Introduction, Beginning I & II, and Intermediate I & II courses in any of the foreign languages offered by the college                                                                                                                                                                                                                                     |
| <u>Health Education</u><br>Health I or Advanced Health                                                                                                                                                            | Healthy for Today (PHED 1304)                                                                                                                                                                                                                                                                                                                              |
| <u>Physical Education</u><br>Foundations of Personal Fitness<br>Adventure/Outdoor Education, Individual Sports, Team Sports                                                                                       | Beginning Physical Fitness (PHED 1164)<br>Choose from array of equivalent PHED courses                                                                                                                                                                                                                                                                     |
| <u>Fine Arts</u><br>Art I-IV<br><br>Dance I-IV<br><br>Music I-IV<br><br>Theater I-IV                                                                                                                              | Art Appreciation (ARTS 1301), Survey of Art History I & II (ARTS 1303 & 1304), and following ARTS courses<br>Dance Appreciation (DANC 2303) and following DANC courses<br>Foundations of Music I & II (MUSI 1304 & 1306), Music Appreciation (MUSI 1306), and following MUSI courses<br>Introduction to the Theater (DRAM 1310) and following DRAM courses |
| <u>Economics with Emphasis on the Free Enterprise System and Its Benefits</u><br>Economics with Emphasis on the Free Enterprise System and Its Benefits                                                           | Economics of Contemporary Social Issues (ECON 1303)                                                                                                                                                                                                                                                                                                        |
| <u>Agricultural Science and Technology Education</u><br>Introduction to Horticultural Science                                                                                                                     | Principles of Horticulture (HALT 1401)                                                                                                                                                                                                                                                                                                                     |
| <u>Business Education</u><br>Business Computer Information Systems I<br>Introduction to Business<br>Keyboarding<br>Accounting I<br><br>Business Law<br>Business Management<br><u>Word Processing Applications</u> | Business English (POFT 1301)<br>Introduction to Business (BUSI 1301)<br>Introduction to Keyboarding (POFT 1127)<br>Principles of Accounting I & II (ACCT 2301/2401 & 2302/2402)<br>Business Law (BUSI 2301)<br>Principles of Management (BMGT 1303)<br>Word Processing & Advanced Word Processing (POFI 2301 & POFI 2340)                                  |

| <u>Course in TEKS for 11<sup>th</sup>/12<sup>th</sup> Grades</u>                                                                                                               | <u>Equivalent DCCCD Course(s)</u>                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Healthy Science Technology Education</u>                                                                                                                                    | None offered at Richland College                                                                                                                                                                                           |
| <u>Home Economics Education</u>                                                                                                                                                | None offered at Richland College                                                                                                                                                                                           |
| <u>Technology Education/Industrial Technology Education</u><br>Computer Applications<br>Electricity/Electronics Technology<br><br>Computer Multimedia and Animation Technology | Business Computer Applications (BCIS 1415)<br>Circuits for Engineering technology I & II (ENGT 1401 & 1402)<br>Introduction to Multimedia & Basic Animation (IMED 1301 & ARTC 1301)                                        |
| <u>Marketing Education</u><br>Marketing Dynamics<br>International Marketing<br>Technology in Marketing                                                                         | Principles of Marketing (MRKG 1311)<br>International Marketing Management (IBUS 1354)<br>e-Commerce (MRKG 2312)                                                                                                            |
| <u>Trade and Industrial Education</u><br>Commercial Photography<br><br>Graphic Communication Technologies<br><br>Computer-Aided Drafting                                       | Commercial Photography I & II (PHOT 2356 & 2357)<br>Design Communication I & Advanced Design (ARTC 1317 & 2311)<br>Basic Computer-Aided Drafting & Technical Drafting (DFTG 1309 & 1405)                                   |
| <u>Technology Applications</u><br>Computer Science I<br>Computer Science II<br><br>Desktop Publishing<br>Digital Graphics/Animation<br>Web Mastering                           | Computer Literacy (COSC 1300)<br>Introduction to Computer science and Programming (COSC 1415)<br>Desktop Publishing for the Office (POFI 2331)<br>Basic Animation (ARTC 1301)<br>Web Page Design I & II (IMED 1316 & 2315) |
| <u>Career Orientation</u><br>Career Connections                                                                                                                                | Educational Alternatives (HDEV 0100)                                                                                                                                                                                       |
| <u>Spanish Language Arts and English as a Second Language</u><br>English for Speakers of Other Languages I & II                                                                | ESOL Listening/Speaking, Reading, Writing, and Grammar – Levels I-IV (ESOL 0031-0064)                                                                                                                                      |

As this table indicates, the courses Collegiate High School students will take incorporate the Texas Essential Knowledge and Skills requirements.

**b) How the program will prepare all students to meet state graduation requirements:**

The Collegiate High School will admit students who are eligible to enter the 11<sup>th</sup> grade, meaning students who have completed sufficient high school credits to be eligible for graduation within two years and have passed the TAKS test for the 10<sup>th</sup> grade. Based upon the typical schedule school districts propose for students in the 9<sup>th</sup> and 10<sup>th</sup> grades to complete the “recommended” or “distinguished achievement” diploma upon graduation, Collegiate High School students could meet state graduation requirements following this schedule:

Revised during contingency process.  
See insert.



## Admissions Policy

**Issue Identified:**

“The revision to 3b) on pp. 28-30 is still not acceptable due to the statement that 11<sup>th</sup> grade will be defined as “being in a position to earn sufficient high school credits to be eligible for graduation within two years.” You cannot require an applicant to have accumulated a certain number of credits. You can, however, state that applicants must be eligible to enter the 11<sup>th</sup> or 12<sup>th</sup> grade the next school year.”

**Response:**

Replace section 3B on pages 28-30 with the following:

**How the program will prepare all students to meet state graduation requirements:**

The Collegiate High School will admit students who are eligible to enter the 11<sup>th</sup> or 12<sup>th</sup> grade the next school year. Admission is open to all students living within the geographic boundaries outlined in this application. The RCHS “Application for Admission” will not request information from applicants regarding past academic performance, nor will information related to past academic performance be considered in making any admission decisions.

Based upon the typical schedule school districts propose for students in the 9<sup>th</sup> and 10<sup>th</sup> grades to complete the “recommended” or “distinguished achievement” diploma upon graduation, Collegiate High School students could meet state graduation requirements following the schedule outlined below. The following schedule is only for illustrative purposes. Students admitted to the RCHS will receive individualized advising to complete their high school graduation requirements. The RCHS will enroll students in the 11<sup>th</sup> and 12<sup>th</sup> grades without limits based on special needs, a non-traditional set of coursework, or other measures that violate the open-enrollment requirement. The TEKS and state graduation requirements will be followed for every RCHS student.

| <b><u>9<sup>TH</sup> GRADE/HIGH SCHOOL (7 credits)</u></b>                                                                              |                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Fall Semester</u></b>                                                                                                             | <b><u>Spring Semester</u></b>                                                                                                 |
| English I<br>World Geography<br>Language Other Than English I<br>Algebra I<br>Foundations of Personal Fitness<br>Biology<br>Health I    | English I<br>World Geography<br>Language Other Than English I<br>Algebra I<br>Physical Education<br>Biology<br>Elective       |
| <b><u>10<sup>TH</sup> GRADE/HIGH SCHOOL (7 credits)</u></b>                                                                             |                                                                                                                               |
| <b><u>Fall Semester</u></b>                                                                                                             | <b><u>Spring Semester/Summer School</u></b>                                                                                   |
| English II<br>Geometry<br>Language Other Than English II<br>Physical Education<br>Chemistry<br>World History<br>Technology Applications | English II<br>Geometry<br>Language Other Than English II<br>Elective<br>Chemistry<br>World History<br>Technology Applications |

| <b>11<sup>th</sup> GRADE/COLLEGIATE HIGH SCHOOL (5 credits/30 credit hours)</b>                                                                                     |                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Fall Semester/Winter Term</u></b>                                                                                                                             | <b><u>Spring Semester/May Term/Summer School</u></b>                                                                                                                           |
| ENGL 1301<br>DMAT 0097, 0098, 0099, or MATH 1314/1414<br>HIST 1301<br>ARTS 1301, DANC 2303, MUSI 1304, or<br>DRAM 1310<br>Elective/Foreign Language Intermediate I* | ENGL 1302<br>Next course in series or MATH 2412<br>HIST 1302<br>Next course in series or second Fine Arts<br>introductory course<br>Elective/Foreign Language Intermediate II* |
| <b>12<sup>th</sup> GRADE/COLLEGIATE HIGH SCHOOL (5 credits/32-34 credit hours)</b>                                                                                  |                                                                                                                                                                                |
| <b><u>Fall Semester/Winter Term</u></b>                                                                                                                             | <b><u>Spring Semester</u></b>                                                                                                                                                  |
| ENGL 2322<br>PHYS 1401/1405<br>GOVT 2301<br>SPCH 1311<br>Elective                                                                                                   | ENGL 2323<br>PHYS 1402/1407<br>ECON 1303<br>Elective<br>Elective                                                                                                               |

\* Required for Distinguished Achievement High School diploma

This schedule gives the graduating student 24 high school credits and at least 62 college credit hours.

A student could graduate from the Collegiate High School and Richland College at the same time by choosing core curriculum courses as electives. The core curriculum requirements that are not satisfied by meeting high school graduation requirements are GOVT 2302, PHED 1164, a Computer Science course, and a course from the Cultural Studies/History/Philosophy/Religion grouping. In addition to taking college classes during the Fall and Spring semesters, High School students in the 11th grade could take courses during Winter Term, May Term, and/or summer school. High School seniors could take courses during Winter Term before graduating.

Of course, students who wish to earn an AA degree, but who do not seek to graduate from the High School and Richland College at the same time can complete their AA requirements after high school graduation. Students who are not seeking an AA degree from Richland College can complete their high school elective credits with college courses that meet their high school graduation requirements, working with a counselor to assure these courses also move them toward their career aspirations. These options would allow students to complete additional college-level mathematics and science courses while attending Richland College prior to transferring to a four-year university.

The schedule listed above is an example. High School and college academic advisors will work with each entering student to review that student's academic record, assessment results, and educational goals. Based upon this review, the advisor and the student will develop a degree plan outlining the best path for this particular student to take to graduate from the High School. Students who need ESL services will enroll in the appropriate ESOL courses and receive support services. Students with disabilities will meet with the college's Disabilities Services staff members and academic advisors to determine the most appropriate graduation plan for this particular student. These personalized services will help each student achieve his or her goals without forcing all High School students into a single learning modality.

**Issue Identified:**

“Explain whether or not all students will be in college classes at all times. In the beginning of the document, it sounds as though high school classes will be offered to some, but the financial section of the document indicates that all instructors will be college instructors and high school students will be attending classes with college students.”

**Response:**

A review of the application does not indicate any statement that RCHS students will take any classes that are typically considered “high school courses.” The application consistently states throughout that all RCHS students will be enrolled in classes taught by professors at Richland College. RCHS students will attend these classes with other Richland College students. Students requiring special education and/or bilingual/ESL classes will be taught by certified teachers employed by Richland College for this purpose. This assurance is provided in several statements in these responses.

RCHS students will be assessed after admission to assure placement in the most appropriate classes at Richland College. Some of these placements may be in *Developmental Studies* courses, which are designed to prepare students to succeed in college-level studies and are taught by Richland College professors. These courses will not give students college credits, but they are equivalent to courses offered in high school as measured by the TEKS requirements. This means the students will receive their high school credits toward meeting graduation requirements. However, all of these courses will be taught by Richland College professors and are part of the college’s approved Developmental Education curriculum.

**Issue Identified:**

“Remove the requirement on P. 28 that states a student must have passed the 10<sup>th</sup> grade TAKS test prior to being admitted.”

**Response:**

The opening paragraph of section 3B on page 28 should be replaced with the following:

**How the program will prepare all students to meet state graduation requirements:**

The Collegiate High School will admit students into the 11<sup>th</sup> grade. This grade level is defined as being in a position to earn sufficient high school credits to be eligible for graduation within two years. Admission is open to all students living within the geographic boundaries outlined in this application. The RCHS “Application for Admission” will not request information from applicants regarding past academic performance, nor will information related to past academic performance be considered in making any admission decisions.

| <b><u>9<sup>TH</sup> GRADE/HIGH SCHOOL (7 credits)</u></b>                                                                                                          |                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Fall Semester</u></b>                                                                                                                                         | <b><u>Spring Semester</u></b>                                                                                                                                                  |
| English I<br>World Geography<br>Language Other Than English I<br>Algebra I<br>Foundations of Personal Fitness<br>Biology<br>Health I                                | English I<br>World Geography<br>Language Other Than English I<br>Algebra I<br>Physical Education<br>Biology<br>Elective                                                        |
| <b><u>10<sup>TH</sup> GRADE/HIGH SCHOOL (7 credits)</u></b>                                                                                                         |                                                                                                                                                                                |
| <b><u>Fall Semester</u></b>                                                                                                                                         | <b><u>Spring Semester/Summer School</u></b>                                                                                                                                    |
| English II<br>Geometry<br>Language Other Than English II<br>Physical Education<br>Chemistry<br>World History<br>Technology Applications                             | English II<br>Geometry<br>Language Other Than English II<br>Elective<br>Chemistry<br>World History<br>Technology Applications                                                  |
| <b><u>11<sup>TH</sup> GRADE/COLLEGIATE HIGH SCHOOL (5 credits/30 credit hours)</u></b>                                                                              |                                                                                                                                                                                |
| <b><u>Fall Semester/Winter Term</u></b>                                                                                                                             | <b><u>Spring Semester/May Term/Summer School</u></b>                                                                                                                           |
| ENGL 1301<br>DMAT 0097, 0098, 0099, or MATH 1314/1414<br>HIST 1301<br>ARTS 1301, DANC 2303, MUSI 1304, or<br>DRAM 1310<br>Elective/Foreign Language Intermediate I* | ENGL 1302<br>Next course in series or MATH 2412<br>HIST 1302<br>Next course in series or second Fine Arts<br>introductory course<br>Elective/Foreign Language Intermediate II* |
| <b><u>12<sup>TH</sup> GRADE/COLLEGIATE HIGH SCHOOL (5 credits/32-34 credit hours)</u></b>                                                                           |                                                                                                                                                                                |
| <b><u>Fall Semester/Winter Term</u></b>                                                                                                                             | <b><u>Spring Semester</u></b>                                                                                                                                                  |
| ENGL 2322<br>PHYS 1401/1405<br>GOVT 2301<br>SPCH 1311<br>Elective                                                                                                   | ENGL 2323<br>PHYS 1402/1407<br>ECON 1303<br>Elective<br>Elective                                                                                                               |

\* Required for Distinguished Achievement High School diploma

This schedule gives the graduating student 24 high school credits and at least 62 college credit hours.

A student could graduate from the Collegiate High School and Richland College at the same time by choosing core curriculum courses as electives. The core curriculum requirements that are not satisfied by meeting high school graduation requirements are GOVT 2302, PHED 1164, a Computer Science course, and a course from the Cultural Studies/History/Philosophy/Religion grouping. In addition to taking college classes during the Fall and Spring semesters, High School students in the 11th grade could take courses during Winter Term, May Term, and/or summer school. High School seniors could take courses during Winter Term before graduating.

Of course, students who wish to earn an AA degree, but who do not seek to graduate from the High School and Richland College at the same time can complete their AA requirements after high school

graduation. Students who are not seeking an AA degree from Richland College can complete their high school elective credits with college courses that meet their high school graduation requirements, working with a counselor to assure these courses also move them toward their career aspirations. These options would allow students to complete additional college-level mathematics and science courses while attending Richland College prior to transferring to a four-year university.

The schedule listed above is an example. High School and college academic advisors will work with each entering student to review that student's academic record, assessment results, and educational goals. Based upon this review, the advisor and the student will develop a degree plan outlining the best path for this particular student to take to graduate from the High School. Students who need ESL services will enroll in the appropriate ESOL courses and receive support services. Students with disabilities will meet with the college's Disabilities Services staff members and academic advisors to determine the most appropriate graduation plan for this particular student. These personalized services will help each student achieve his or her goals without forcing all High School students into a single learning modality.

**c) Teaching methods and reasons for choosing them, telling how they enhance student learning:**

Richland College employs a variety of teaching strategies, all with a common purpose – to offer students the best learning opportunities possible. Courses are taught in a traditional classroom setting, in a lecture hall, in a learning community, in a laboratory, in a seminar room, and in various distance-learning modes. Courses can be a semester in length meeting one, two, three, or more times each week; in a fast-track mode lasting from three to eight weeks during a regular semester or between semesters; or self-paced. The same course can be taught in more than one of these modes at any particular time to provide students a better choice of opportunities that best fit their learning styles.

To achieve the common purpose of all these teaching methods, every course uses a syllabus developed by the instructors of that course in previous semesters, then revised as needed to promote student learning. It contains the instructor's contact information, required and recommended texts and other readings, assignments throughout the semester, grading scheme, and the learning outcomes expected of every student. Every section of a course uses a similar syllabus to maintain consistency between sections. The instructor reviews the syllabus in the first session of the course to assure students have been exposed to the information. The syllabus then remains the common guidepost for the instructors and students throughout the course.

In this context, each instructor is free to choose the teaching methods that have met with the most success. However, this is an informed choice based upon the instructor's experience in previous semesters, based upon student learning results and analysis of those results by the instructors who teach that course. For the past three years, during Fall and Spring Semesters each instructional division has held monthly meetings of full-time and part-time faculty members to review data from previous and current classes such as retention, student success, and documentation of student learning outcomes. Faculty members share teaching strategies that have succeeded for them and those that have not produced the desired results. Faculty members research what colleagues at other institutions have done to address common issues and reports their findings to the group. The impact upon student success has been significant – retention has reached its highest mark ever recorded at the college while student success in class is also at an all-time high. These kinds of results build upon themselves; faculty members who were reluctant to participate, who may have felt threatened by seeing their student success data shared with colleagues, now realize the benefits of sharing both the good and not-so-good results of teaching.

Richland College also offers extensive professional development opportunities for full-time and part-time faculty members to enhance their learning strategies. Full-time faculty members are required to participate in at least 36 hours of learner-centered professional development each year. The college also offers weekly workshops for part-time faculty members. Over the past 10 years, more than 80% of full-time faculty members and 25% of part-time faculty members have participated in "Cooperative Learning" workshops taught by Richland faculty members who are nationally recognized masters of the technique. Follow-up surveys of faculty members who attended one or more of these workshops indicate that more than 50% of all faculty members are using some form of these techniques in the classroom. Faculty

members attend workshops in using technology-based and distance learning strategies to supplement in-class instruction, in recognizing and adapting instruction to students' learning styles, in adopting the classroom assessment techniques pioneered by K. Patricia Cross, in collaborating with other teachers in a learning community, and in developing and applying learning outcomes.

New full-time faculty members must engage in three years of targeted professional development to then receive a three-year faculty contract. The plan includes a year-long "Visions of Excellence" program for all DCCCD faculty members, the full series of Cooperative Learning workshops, training in Parker Palmer's "Courage to Teach" principles, and ongoing interaction with a faculty mentor. As more long-time faculty members reach retirement age, this series becomes even more important in sustaining the Richland College culture of learning excellence.

Faculty members at Richland College do not teach in a vacuum. The college supports a variety of programs outside the classroom designed to support and enhance student learning:

- The Center for Tutoring & Learning Connections ("The TLC") provides small group and individualized tutoring for students in any course in a large facility with tutoring stations, computers, and seminar rooms;
- Each academic division has one or more Counselors assigned to assist students with counseling needs and to refer students to other services as needed;
- The "Science Corner" is operated by faculty members in the Science Department to offer tutoring and small-group sessions for science students;
- Economics and accounting faculty members, learning specialists, counselors, and academic advisors have developed the "HEART" (Holistic Economics and Accounting Retention Team) to help students in those topics succeed;
- "Project SOAR" offers tutoring, special classes, and counseling for more than 200 first-generation college students at the college;
- The Disabilities Services Office supports students with disabilities with services such as sign language interpreting, computer-aided real-time translation, note-taking, tutoring, reader/scribe services, access to assistive technology, loans of specialized equipment, providing large print materials, academic and career advising, special testing arrangements, and referral to other services when needed;
- The Health Services Center promotes health and wellness for students through programs and services such as first aid for injury or illness, health education and screening, health information and brochures, confidential health counseling, and a rest area;
- Native non-English speaking and international students are served through the Multicultural Center with multi-lingual counselors, academic advising, registration priorities, and tutoring and testing services;
- The Assessment/Testing Center offers academic testing for make-up tests and self-paced and distance learning exams, assessment testing for placement requirements, standardized exams including the ACT and SAT, and psychometric testing of personality and aptitudes.

Staff members from these support services often visit classrooms and conduct special events on campus to inform students about their programs and encourage participation. The collaboration among support services staff members and faculty members promotes the holistic learning continuum necessary to help the greatest number of students achieve their academic goals.

Most faculty members use technology to support instruction in the classroom and outside. The DCCCD Service Center offers professional development in technology applications monthly for all employees. The LeCroy Center for Educational Telecommunications, located on the Richland College campus, offers ongoing training in using eCampus for classroom applications and in using eConnect to support interactions with students outside the classroom, including posting each student's grades on the secure website so every student knows his or her academic performance throughout each semester.

Richland College's Thunderwater Organizational Learning Institute offers specific training in PowerPoint and other classroom presentation technologies for faculty members as part of the programs for new faculty members and upon request from other full-time and part-time faculty members.

Every classroom at Richland College is equipped with a VCR and monitor or projector and is connected to the Internet. The college is currently installing wireless capabilities in classrooms across the campus to allow students Internet access in the classroom with their own computers. The college's Media Center distributes computers and projection systems to classrooms that are not already equipped with those tools. The college also supports about 50 computer laboratories on campus for a variety of purposes ranging from Office Technology to Multimedia and Computer Applications to science and engineering laboratories. ESOL students and language students have designated language laboratories equipped with specialized instructional software. The Center for Tutoring and Learning Connections and the Library both have computer labs for classroom-sized workshops and for individualized instruction. Developmental Mathematics has several computer classrooms offering the Academic Systems instructional programs. The college also hosts several drop-in computer labs reserved for student use at all times.

The result of saturating the campus with technology is improved teaching methods and learning opportunities for all students. All Collegiate High School students will receive laptop computers with wireless capabilities when they begin their studies, which will enhance their abilities to use the technology to assist their learning. Every student will have an e-mail address in the college's e-mail system to encourage interaction with faculty members, High School counselors, and each other. Classes held in wireless accessible classrooms, including the learning communities, can draw upon emerging research that demonstrates how this technology creates a stronger learning bond among students and their faculty members.

**d) Proposed teacher-to-student ratio and rationale for maintaining this ratio:**

The proposed teacher-to-student ratio for the classes High School students will attend differs. Class sizes for college courses range from 12 students in courses with intensive in-class interaction or specialty courses to 20-25 for English and speech classes to more for some lecture classes in history and government. The ratio for learning communities is 20-25 students per instructor with a learning associate also assigned to the community. Science classes are normally set at 22 students due to laboratory limitations. These classes usually include instructional associates who assist the instructor. Computer-based classes hold 18-24 students and computers. Class sizes are determined by the academic demands of each class including factors such as expected interaction among students, availability of instructional assistants, and experience in offering classes of this size.

**e) Unique curricular experiences:**

The special curricular experiences open for Collegiate High School students have been described earlier in this application. To reiterate, High School students will:

1. Earn college credit for the courses they complete to meet their high school graduation requirements;
2. Participate in a learning community each semester to build community and better understand the holistic nature of true learning;
3. Perform at least 30 hours of volunteer work through the service learning program each year while completing a journal and attending reflection sessions to gain a stronger understanding of the true role of a citizen;
4. Present a Senior Exhibition at the end of the 12<sup>th</sup> grade culminating a year of studying a topic, developing a paper, and creating the final presentation working with a faculty mentor and at least one outside expert;
5. Engage in a variety of learning activities outside the schedule of college classes to build leadership skills and foster community and teamwork among all the students; and



## Teacher to Student Ratio

### Issue Identified:

“The teacher to student ratio varies according to the type of instructional settings as mentioned below (P. 32):

- o High School courses: Not provided
- o Intensive, in-class college courses and/or specialty college courses: 1/12
- o English and speech classes: 1/25
- o Lecture classes in history and government... 1/25+
- o Learning communities: 1/25
- o Science classes: 1/22
- o Computer based classes: 1/24

What will be the largest teacher to student ratio in any class?”

### Response:

Replace Section 3D on page 32 with the following:

### **Proposed teacher-to-student ratio and rationale for maintaining this ratio:**

Class sizes are determined by the academic demands of each class including factors such as expected interaction among students, availability of instructional assistants, and experience in offering classes of this size. The proposed teacher-to-student ratio for the classes High School students will attend differs. Class sizes for college courses range from 12 students in courses with intensive in-class interaction or specialty courses to 20-25 for English and speech classes. The ratio for learning communities is 20-25 students per instructor with a learning associate also assigned to the courses. Science classes are normally set at 22 students due to laboratory limitations. These classes usually include instructional associates who assist the instructor. Computer-based classes hold 18-24 students and computers.

Government and history classes can have a maximum enrollment of 80 students. However, RCHS students will not be placed in these large classes unless absolutely necessary. If a RCHS student must be placed in a large-group instruction class, an RCHS advisor will be specifically assigned to maintain weekly contact with that student. The RCHS student(s) in this class will also be assigned to weekly meetings with a tutor through the college’s Center for Teaching and Learning Connections. The RCHS advisor will meet with the tutor to identify any students who need additional academic support.

6. Have laptop computers to enhance their learning experience throughout their two years in the Collegiate High School.

At this time, no other charter school in Texas offers all of these curricular and learning experiences for students.

**f) Gifted and Talented Program:**

The Collegiate High School will not offer a gifted and talented program since all students will already be enrolled in college-level courses throughout their time in the high school. However, Richland College does offer an Honors Program for students who are interested in active participation throughout a class. Honors classes are smaller than other classes to encourage student involvement. Formats may include seminars, team-taught classes, accelerated courses, interdisciplinary courses, and courses with honors components. Honors “core” classes are interdisciplinary team-taught classes designed around a central theme, much as in the Learning Community model. A student who completes 12 or more hours of Honors courses is designated as an “Honors Graduate” on his or her diploma and transcript.

**g) Other student activities:**

As Richland College students, Collegiate High School students have full access to all student programs offered by the college. The college’s Student Programs & Resources (SPAR) office sponsors a wide variety of activities and functions designed to appeal to the array of students who attend the college. SPAR supports student clubs and organizations with a faculty sponsor in the following categories (examples in parentheses):

- Co-curricular organizations pertinent to the educational goals and purposes of the institution (Music Club, Dance Theater, Connections)
- Social organizations to provide an opportunity to make friends and establish a sense of community with other students (Campus Crusade for Christ, Anime Club, Student Association of Spanish Heritage)
- Service organizations to promote community involvement (Sierra Student Coalition, Police Explorers, Creating Peace & Justice)
- Pre-professional and academic organizations (Educators of America, Health Professions, Horticulture Club)

Students organizations are determined by student interest – if a group of students can find a faculty sponsor and are willing to organize, SPAR will support their efforts and include them in club activities. These clubs receive some funding from college funds set aside for student activities, but also hold fundraisers to acquire additional resources.

Richland College sponsors five intercollegiate sports – men’s and women’s soccer, volleyball, men’s basketball, and baseball – and will start softball in 2007. The teams play in Division III of the National Junior College Athletic Association (NJCAA), the non-scholarship division. Teams play in the Metro Athletic Conference composed of six colleges in the DCCCD. Richland has a strong athletic tradition, having won 8 national NJCAA championships in four sports since 1998. The college’s student activities funds pay the costs for these teams, including travel to national tournaments.

Under NJCAA rules, a student may play varsity sports after earning 12 college credit hours, which would qualify Collegiate High School students after one semester. While the number of High School students who will have skills at the level to play varsity sports will probably be small, all students will be able to attend varsity athletic events at no cost. The college also hosts a cheerleading squad that will be open to any interested High School students.

Probably more interesting to High School students is the college’s intramural sports program that allows all students to participate in a variety of individual, dual, and team sports, including tennis, golf,

Revised during contingency process.  
See insert.

## *Approved during contingency process*

### **Issue Identified:**

“The following is stated on P. 33 ‘...Collegiate High School students have full access to all student programs offered by the college...’ Does this mean that non-collegiate high school students, for example special education and perhaps ESL students, will not have full access to all student programs offered by the college? List the activities and programs that non-collegiate high school students will have access to as compared with those available to Collegiate High School students.”

### **Response:**

Section 3G on pages 33-34 concerning student participation in all Richland College activities should be replaced with the following:

### **Other student activities:**

Collegiate High School students have full access to all student programs offered by the college. All students enrolled in the RCHS are Richland College students regardless of the specific courses and programs in which they are enrolled. This includes any students who might be enrolled in special education and/or bilingual/ESL classes. No RCHS students will be denied the opportunity to participate in any student activities offered by Richland College or the RCHS.

The college’s Student Programs & Resources (SPAR) office sponsors a wide variety of activities and functions designed to appeal to the array of students who attend the college. SPAR supports student clubs and organizations with a faculty sponsor in the following categories (examples in parentheses):

- Co-curricular organizations pertinent to the educational goals and purposes of the institution (Music Club, Dance Theater, Connections)
- Social organizations to provide an opportunity to *make friends* and establish a sense of community with other students (Campus Crusade for Christ, Anime Club, Student Association of Spanish Heritage)
- Service organizations to promote community involvement (Sierra Student Coalition, Police Explorers, Creating Peace & Justice)
- Pre-professional and academic organizations (Educators of America, Health Professions, Horticulture Club)

Students organizations are determined by student interest – if a group of students can find a faculty sponsor and are willing to organize, SPAR will support their efforts and include them in club activities. These clubs receive some funding from college funds set aside for student activities, but also hold fundraisers to acquire additional resources.

Richland College sponsors five intercollegiate sports – men’s and women’s soccer, volleyball, men’s basketball, and baseball – and will start softball in 2007. The teams play in Division III of the National Junior College Athletic Association (NJCAA), the non-scholarship division. Teams play in the Metro Athletic Conference composed of six colleges in the DCCCD. Richland has a strong athletic tradition, having won 8 national NJCAA championships in four sports since 1998. The college’s student activities funds pay the costs for these teams, including travel to national tournaments.

Under NJCAA rules, a student may play varsity sports after earning 12 college credit hours, which would qualify Collegiate High School students after one semester. While the number of High School students who will have skills at the level to play varsity sports will probably be small, all students will be able to attend varsity athletic events at no cost. The college also hosts a cheerleading squad that will be open to any interested High School students.

Probably more interesting to High School students is the college’s intramural sports program that allows all students to participate in a variety of individual, dual, and team sports, including tennis, golf, flag football, basketball, volleyball, indoor soccer, and softball, plus special competitions for disabled students. Students may create their own teams or ask to be placed on a team by the Intramural Office.

High School students could create their own teams to compete against other teams in several sports. The college also has a modern Fitness Center open to all students seven days a week.

Richland College supports *The Richland Chronicle*, a national award winning student newspaper. While journalism students make up the majority of *Chronicle* staffers, any student may participate in gathering and writing stories and columns, taking photographs, producing the newspaper and its on-line version, or selling advertisements and performing other business functions. The *Chronicle* also publishes a periodic feature magazine called *The Decoy*. The Academic Enrichment Office publishes *The Parallax*, an annual publication of student and faculty fiction, poetry, and art.

Richland's chapter of Phi Theta Kappa, an internationally recognized honor society for community and junior college students, recognizes and encourages scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa provides opportunities for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence. Students may join Phi Theta Kappa after completing at least 12 hours within the DCCCD (excluding developmental courses) with a 3.5 or higher G.P.A. if they are presently enrolled at Richland College for at least 6 hours of credit courses (excluding developmental courses). High School students could meet these qualifications by their second semester and join the society.

The college's Drama Department sponsors student activities including several dramatic productions each year open to all students who wish to participate. The Music Department offers music ensembles ranging from an orchestra to a jazz band to a steel drum band, again open to any student willing to learn and play.

Beyond this array of extracurricular activities open to all Richland College students, High School students can create their own student organizations and register them with SPAR. If enough students wish to form an athletic team, the High School staff members and the college's Physical Education staff will help organize the team and support play in the appropriate high school athletic league. High School staff members will help students enter and compete in UIL competitions such as science fairs and debate teams and in activities sponsored by the charter high school associations in the state. The actual competitions will be determined by student interest.

The High School will have a student government association composed of elected student representatives. The Principal will meet monthly with this student government association. The association will be responsible for identifying desired and appropriate social activities for students, working with High School staff members to develop and offer these activities for all High School students. Parental and guardian involvement will be critical in developing appropriate extracurricular activities of this nature.

flag football, basketball, volleyball, indoor soccer, and softball, plus special competitions for disabled students. Students may create their own teams or ask to be placed on a team by the Intramural Office. High School students could create their own teams to compete against other teams in several sports. The college also has a modern Fitness Center open to all students seven days a week.

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The High School will have a student government association composed of elected student representatives. The Principal will meet monthly with this student government association. The association will be responsible for identifying desired and appropriate social activities for students, working with High School staff members to develop and offer these activities for all High School students. Parental and guardian involvement will be critical in developing appropriate extracurricular activities of this nature.

**h) Partnerships with other public and private agencies to provide student activities:**

As described above, the High School will partner closely with Richland College's student activities programs to involve students throughout the college. Partnerships with other agencies are not anticipated.

**i) Academic assessment program, including the process to determine baseline achievement levels of students:**

As the first collegiate high school to be located at a community college in Texas, the High School has drawn significant interest from higher education graduate programs, especially the Community College Program at the University of North Texas. The director of the program, Dr. Steve Katsinas, has engaged in several conversations with Richland College administrators regarding potential research projects involving the High School to document its impact on students and their success in achieving their educational objectives. Research on charter schools is becoming an increasingly popular subject as proponents and opponents attempt to quantify and justify their views. The Collegiate High School can offer researchers opportunities to assess the High School and its students from the date the school opens.

**Issue Identified:**

“Provide evidence that the posting of student’s academic progress and grades through the ACCUPLACER and eConnect systems will be in compliance with FERPA requirements (P. 35).”

**Response:**

Replace Sections 3I and 3J on pages 34-35 with the following:

**i) Academic assessment program, including the process to determine baseline achievement levels of students:**

As the first collegiate high school to be located at a community college in Texas, the High School has drawn significant interest from higher education graduate programs, especially the Community College Program at the University of North Texas. The director of the program, Dr. Steve Katsinas, has engaged in several conversations with Richland College administrators regarding potential research projects involving the High School to document its impact on students and their success in achieving their educational objectives. Research on charter schools is becoming an increasingly popular subject as proponents and opponents attempt to quantify and justify their views. The Collegiate High School can offer researchers opportunities to assess the High School and its students from the date the school opens.

After admission, all High School students will take the ACCUPLACER test. ACCUPLACER, the College Board’s computer-adaptive placement test delivered over the Internet is approved as an instrument under the Coordinating Board’s Texas Success Initiative (TSI) that requires assessment testing of all students enrolled in Texas public colleges. ACCUPLACER is untimed, allowing more flexibility in the computer lab and placing less stress on students. It tests a student’s skills in reading comprehension, sentence skills, elementary algebra, arithmetic, and college-level math. Tests are available to test reading skills, sentence meaning, language usage, and listening skills for students with limited-English proficiency. ACCUPLACER also includes the “WritePlacer Plus” and “WritePlacer ESL” open-ended writing assessments. The tests are scored at once, including the WritePlacer essays, giving students and academic advisors immediate information to assist with course placement. ACCUPLACER results are available in a database easily used by High School officials and researchers to develop students’ baseline achievement levels in various configurations based on whatever variables are desired. Assessing all High School students with this instrument will create a common basis for future research on this group of students and in comparison to following student groups.

Richland College is subject to and abides by all of the requirements of FERPA. The ACCUPLACER testing system meets all FERPA requirements, designed to assure that a student’s test results are only revealed as allowed by FERPA. RCHS students’ results will only be used by RCHS and Richland College advisors authorized under FERPA rules to view these results as a necessary tool to place the student in the most appropriate college classes. No student results will be revealed nor shared in any manner that violates FERPA. Any research conducted on student results on ACCUPLACER tests will only be allowed after demonstration that the research meets all FERPA requirements as certified by the Richland College Vice President for Student Development.

All High School students will take the Texas Assessment of Knowledge and Skills (TAKS) in the spring of the 11<sup>th</sup> grade. Not only will the results of this assessment determine the High School’s academic rating and other TEA indicators, they will also provide another research database for evaluating the effectiveness of the instruction High School students have been receiving and the reliability of the ACCUPLACER test as a predictor of student learning. All research will follow all FERPA requirements.

Richland College’s Institutional Research Office has a comprehensive assessment system in place to measure student success in classes and in-class retention rates, both on their own and in comparing groups in any configuration. These systems will allow High School staff members to assess student progress using various standards and comparison models. Student grades after each semester can be analyzed based upon ACCUPLACER results to determine the accuracy of the test as a predictor of classroom performance. These grades will also be reviewed in comparison to performance of all students

in particular courses to measure the success of High School students in comparison to their peers in the same classes and courses. All research will follow all FERPA requirements.

**j) Connection between TEKS, classroom instruction, and assessment of student progress:**

The connections between the knowledge and skills outlined in TEKS and the courses Collegiate High School students will take to satisfy their high school graduation requirements and as electives have been outlined in a previous section. Defining student learning outcomes in all college courses allows this connection to occur, to demonstrate that the courses High School students are completing to earn their *high school graduation credits and to earn college credit simultaneously* do indeed teach the essential knowledge and skills high school graduates must possess.

High School students will be placed in the appropriate courses based upon their ACCUPLACER results. The High School academic advisor and counselor will make contact with every faculty member who is teaching one or more High School students before classes start to build rapport among the student, faculty member, and High School staff member. These communications will continue through the semester. The faculty member will post each student's academic progress and grades through the eConnect system during the semester. Students will be able to access their own grades in every class at any point during the semester. However, no student will have access to any other students' grades. The eConnect system meets all FERPA requirements, designed to assure that a student's grades are only revealed as allowed by FERPA. RCHS students' grades will only be used by RCHS and Richland College advisors who are authorized under FERPA rules to view these grades as a necessary tool to assure that particular student is making adequate academic progress. No student grades will be revealed nor shared in any manner that violates FERPA. Any research conducted on student grades will only be allowed after demonstration that the research meets all FERPA requirements as certified by the Richland College Vice President for Student Development.

At the end of each semester, every student's final grades will be reported to the High School and to parents in accordance with FERPA requirements. The Academic Advising Coordinator will review these final grades to assess each student's progress toward graduation. As needed, the advisor will meet with students (and parents if requested) to revise that student's graduation plan and to consider alternative options to assure the student is moving toward high school graduation.

After admission, all High School students will take the ACCUPLACER test. ACCUPLACER, the College Board's computer-adaptive placement test delivered over the Internet is approved as an instrument under the Coordinating Board's Texas Success Initiative (TSI) that requires assessment testing of all students enrolled in Texas public colleges. ACCUPLACER is untimed, allowing more flexibility in the computer lab and placing less stress on students. It tests a student's skills in reading comprehension, sentence skills, elementary algebra, arithmetic, and college-level math. Tests are available to test reading skills, sentence meaning, language usage, and listening skills for students with limited-English proficiency. ACCUPLACER also includes the "WritePlacer Plus" and "WritePlacer ESL" open-ended writing assessments. The tests are scored at once, including the WritePlacer essays, giving students and academic advisors immediate information to assist with course placement. ACCUPLACER results are available in a database easily used by High School officials and researchers to develop students' baseline achievement levels in various configurations based on whatever variables are desired. Assessing all High School students with this instrument will create a common basis for future research on this group of students and in comparison to following student groups.

All High School students will take the Texas Assessment of Knowledge and Skills (TAKS) in the spring of the 11<sup>th</sup> grade. Not only will the results of this assessment determine the High School's academic rating and other TEA indicators, they will also provide another research database for evaluating the effectiveness of the instruction High School students have been receiving and the reliability of the ACCUPLACER test as a predictor of student learning.

Richland College's Institutional Research Office has a comprehensive assessment system in place to measure student success in classes and in-class retention rates, both on their own and in comparing groups in any configuration. These systems will allow High School staff members to assess student progress using various standards and comparison models. Student grades after each semester can be analyzed based upon ACCUPLACER results to determine the accuracy of the test as a predictor of classroom performance. These grades will also be reviewed in comparison to performance of all students in particular courses to measure the success of High School students in comparison to their peers in the same classes and courses.

**j) Connection between TEKS, classroom instruction, and assessment of student progress:**

The connections between the knowledge and skills outlined in TEKS and the courses Collegiate High School students will take to satisfy their high school graduation requirements and as electives have been outlined in a previous section. Defining student learning outcomes in all college courses allows this connection to occur, to demonstrate that the courses High School students are completing to earn their high school graduation credits and to earn college credit simultaneously do indeed teach the essential knowledge and skills high school graduates must possess.

High School students will be placed in the appropriate courses based upon their ACCUPLACER results. The High School academic advisor and counselor will communicate with every faculty member who is teaching one or more High School students before classes start to build rapport among the student, faculty member, and High School staff member. These communications will continue through the semester. The faculty member will post each student's academic progress and grades through the eConnect system during the semester. Students will be able to access their grades in every class at any point during the semester.

At the end of each semester, every student's final grades will be reported to the High School and to parents. The Academic Advising Coordinator will review these final grades to assess each student's progress toward graduation. As needed, the advisor will meet with students (and parents if requested) to revise that student's graduation plan and to consider alternative options to assure the student is moving toward high school graduation.

**k) Program evaluation and how results will be used to improve instructional programs:**

As indicated above, the college's Institutional Research Office captures data on enrollments, student success, and retention for every class the college offers. With these data, High School officials will be



able to assess their students' performance using numerous criteria – ACCUPLACER results, TAKS results, race and ethnicity, gender, financial status, previous courses attempted and completed, and even previous high school attended – both to consider High School students' accomplishments as a group and sub-groups and to assess how well they have done in comparison to non-high school students in the same classes and courses.

Richland College uses the processes outlined in the Baldrige Quality Award and the Texas Award for Performance Excellence (TAPE) application procedures as the basis for evaluating and improving instructional programs. These processes rest upon the fundamental "Plan-Do-Check-Act" methodology that calls for continuous assessment and improvement of each process. This means that faculty members receive and review the student success and retention data on each class after every semester. Through the Quality Enhancement Plan (QEP) process of monthly meetings with colleagues to review these data and determine appropriate course revisions, of setting expected learner outcomes and assessing progress toward achieving those outcomes, and developing process improvement plans to enhance learning opportunities for students, every faculty member uses the data generated through the program evaluation process to improve instructional programs.

The results of these program improvement efforts are reported on the college's "Institutional Effectiveness" website and are reviewed annually by the college's academic and management leadership teams. Subsequent work to improve programs based upon the data is documented online with the results of these efforts also posted for review throughout the college. Consequently, the continuous improvement cycle moves forward throughout each academic semester to strengthen instructional programs for all students.

## STUDENT GOALS

### **a) Student goals beyond the state accountability rating system:**

The overall student goal for the Collegiate High School is to achieve recognition as an "Exemplary High School." This leads to the following objectives:

- At least 90% of students tested for the 11<sup>th</sup> grade TAKS pass all four subjects (English language arts, social studies, mathematics, and science),
- At least 90% of students in each student group tested for the 11<sup>th</sup> grade TAKS pass all four subjects,
- At least 95% of students complete the High School based upon the state definition of "completer."

In addition to achieving this standard, the Collegiate High School will have these goals related to student academic performance:

- At least 90% of graduating students will complete the Recommended High School Program or Distinguished Achievement Program,
- At least 75% of students will complete the DCCCD Core Curriculum while attending the High School,
- At least 50% of students will earn an Associate of Arts or Science degree while graduating from the High School.

While these are high goals for a new institution, they reflect the expectations placed upon students who choose to complete their final two years of high school by taking college-level courses. Obviously these students will have strong academic skills and will receive extensive academic and counseling support from High School and college student services personnel. The individualized attention students will receive to assure they are on the path to achieving these goals and the wide-ranging support services available through the college are designed to reach these standards.

### **b) Methods to measure success toward each goal:**

Each of the goals stated above is designed with a quantifiable outcome that can be captured through collection methods for student data already used by the college's Institutional Research Office. This approach assures the data can be gathered through ordinary means without disrupting High School or college functions. Consequently, the data will be routinely gathered at the completion of each school year, reported to the Principal and Superintendent, then reviewed and acted upon as appropriate.

The methods to measure success toward achieving each specific goal are discussed below:

***At least 90% of students tested for the 11<sup>th</sup> grade TAKS pass all four subjects (English language arts, social studies, mathematics, and science)*** – Students will first take the TAKS in the Spring of the 11<sup>th</sup> grade. Those who pass all sections on the first try will be ready to move on to the 12<sup>th</sup> grade and graduation. Those who still must pass one or more sections of the TAKS will participate in additional TAKS preparation activities focused on the section(s) they still need to pass, then take the test again as scheduled. Student performance on TAKS will be gathered by the Institutional Research Office for analysis. The analysis will focus first on achieving the 90% passing rate, then on identifying factors that deterred those students who were unable to pass to develop strategies to increase the passing rate in following years.

***At least 90% of students in each student group tested for the 11<sup>th</sup> grade TAKS pass all four subjects***

In addition to analyzing the overall success rate of High School students taking the TAKS, High School officials will discern the performance of each segment of students as defined in the accountability rating

Revised during contingency process.  
See insert.

## **Student Goals**

### **Issue Identified:**

“Please state an understanding that the charter holder will be held accountable for all of the student goals discussed on PP. 37-38.”

### **Response:**

Replace Section 4A on page 37 with the following:

### **Student goals beyond the state accountability rating system:**

The overall student goal for the Collegiate High School is to achieve recognition as an “Exemplary High School.” This leads to the following objectives:

- At least 90% of students tested for the 11<sup>th</sup> grade TAKS pass all four subjects (English language arts, social studies, mathematics, and science),
- At least 90% of students in each student group tested for the 11<sup>th</sup> grade TAKS pass all four subjects,
- At least 95% of students complete the High School based upon the state definition of “completer.”

In addition to achieving this standard, the Collegiate High School will have these goals related to student academic performance:

- At least 90% of graduating students will complete the Recommended High School Program or Distinguished Achievement Program,
- At least 75% of students will complete the DCCCD Core Curriculum while attending the High School,
- At least 50% of students will earn an Associate of Arts or Science degree while graduating from the High School.

While these are high goals for a new institution, they reflect the expectations placed upon students who choose to complete their final two years of high school by taking college-level courses. Obviously these students will have strong academic skills and will receive extensive academic and counseling support from High School and college student services personnel. The individualized attention students will receive to assure they are on the path to achieving these goals and the wide-ranging support services available through the college are designed to reach these standards.

As the charter holder during the school year for the RCHS, the DCCCD Board of Trustees is ultimately accountable for assuring that these goals are achieved. The Superintendent will submit a report after each semester to the Board delineating student achievement toward each of these goals. After the end of each academic year, the Superintendent will provide a complete report to the Board on student achievement for the previous year. When the superintendent presents the proposed RCHS budget for the coming year, he will also present a comprehensive evaluation of the extent to which each of these goals have been achieved. The budget presentation and evaluation will include any steps necessary to improve performance if any goals are not achieved. Of course, any Board member may request additional information regarding these goals and their achievement at any time.

system – “African American,” “Hispanic,” “White,” and “Economically Disadvantaged.” These data will also be segmented by gender, Asian-origin, and previous high school or home school attended to help High School and college academic advisors and counselors identify groups who may not be served as effectively through the services they provide. The information gathered from this examination will be used to develop programs specific to the needs of the target groups who require improved support to achieve this goal.

***At least 95% of students complete the High School based upon the state definition of “completer”*** – The accountability system defines a “completer” as a student who has:

1. Graduated with the current class,
2. Attained a General Educational Development (GED) certificate by March 1 of the year after class graduation, or
3. Re-enrolled at the school in the Fall following graduation.

The vast majority of High School students will fall into the first category, graduating with their class. Those who choose to leave the High School and pursue a GED can do so at any DCCCD college with strong support services. Finally, those who leave the High School, then re-enroll will continue their interrupted progress toward graduation with the academic support available to all students.

The college’s Institutional Research Office will gather the graduation data just as it does for current students. The Office will work with High School staff members to track those students who did not graduate to determine their status.

***At least 90% of graduating students will complete the Recommended High School Program or Distinguished Achievement Program*** – As demonstrated in an earlier section, High School students who complete their graduation requirements can meet either of these levels of success with guidance from the academic advisor. This will be the expected path for all High School students except those whose extenuating circumstances force them to earn the minimum diploma.

The college’s Institutional Research Office will gather the graduation data based upon the type of diploma awarded. The Principal and Superintendent will review the data to determine success in achieving this objective and to develop strategies as needed to improve performance to a higher level.

***At least 75% of students will complete the DCCCD Core Curriculum while attending the High School*** – As indicated before, a Collegiate High School student who follows the typical curricular path can also complete the DCCCD Core Curriculum by taking the appropriate electives. The academic advisors will encourage students to pursue this opportunity as a strategy to assure they can transfer to any university in Texas and not be cheated out of any credits.

The college’s Institutional Research Office will gather the core completion data just as it does for current students. The Principal and Superintendent will review the data to determine success in achieving this objective and to develop strategies as needed to improve performance to an acceptable level.

***At least 50% of students will earn an Associate of Arts or Science degree while graduating from the High School*** – One of the primary motivations for many students attending the Collegiate High School will be to complete a baccalaureate degree as quickly as possible. As indicated before, a student can accomplish this goal by choosing appropriate courses and possibly attending Summer School or short-term classes.

The college’s Institutional Research Office will gather the High School and college graduation data, then compare the results to identify those students who earned both degrees. The Principal and Superintendent will review the data to determine success in achieving this objective and to develop strategies as needed to improve performance to an acceptable level.

These goals are ambitious, but attainable as an example of what a high quality charter high school can accomplish with the support of a fine higher education institution whose leaders and employees are committed to a successful program.

## **HUMAN RESOURCES INFORMATION**

### **a) Notarized biographical affidavit for each officer of the school:**

The notarized biographical affidavits for the following officers of the school are included in *Attachment A*:

Superintendent – Stephen K. Mittelstet  
Assistant Superintendent – David B. Canine

The Business Officer and Principal for the school have not been selected. Their notarized biographical affidavits will be submitted ahead of the opening of the school.

### **b) Job descriptions**

#### **Superintendent**

##### **Duties and Responsibilities:**

1. Has primary responsibility for programming, development, implementation, and evaluation of educational and fiscal activities of the Richland Collegiate High School;
2. Responsible for organizing the High School's central administration and supervising and coordinating the activities of the Assistant Superintendent, Business Officer, and High School Principal in administering instructional, fiscal, and student programs of the High School;
3. Responsible for developing and implementing long-range objectives and short-term goals to meet the needs of current and potential students of the High School;
4. Responsible for developing and presenting the High School budget to the DCCCD Board of Trustees for approval;
5. Responsible for administering the overall High School budget to provide implementation of stated goals and objectives;
6. Supervises the recruitment and selection of all High School personnel and recommends employment of all contractual personnel;
7. Approves reports and submissions to the Texas Education Agency and other agencies and government bodies as required by law;
8. Directs the disposition or safekeeping of public records subject to the DCCCD Board of Trustees' superior right of immediate access to, control over, and possession of such records;
9. Works with the High School Community Advisory Committee to assure High School functions reflect community needs;
10. Responsible for all other functions and activities of the High School except those specifically designated duties that can not be delegated by the DCCCD Board of Trustees under 19 TAC §100.1033(6)(C).

##### **Minimum Education and Skill Requirements:**

1. Master's degree
2. Five years of educational management experience
3. Excellent oral and written communication skills to meet the needs of a diverse student population and staff and of local education and business leaders

#### **Assistant Superintendent**

##### **Duties and Responsibilities:**

1. Assists the Superintendent in programming, development, implementation, and evaluation of educational and fiscal activities of the Richland Collegiate High School;
2. Assists the Superintendent in developing and implementing long-range objectives and short-term goals to meet the needs of current and potential students of the High School;

3. Assists the Superintendent in developing the High School budget;
4. Assists the Superintendent in recruiting and selecting High School personnel;
5. Oversees development of reports and submissions to Texas Education Agency and other agencies and government bodies as required by law;
6. Assists with the High School Community Advisory Council to assure High School functions reflect community needs;
7. Provides for professional growth through reading and attending workshops, seminars, and conferences;
8. Performs related duties as required.

**Minimum Education and Skill Requirements:**

1. Master's degree
2. Five years of educational management experience
3. Excellent oral and written communication skills to meet the needs of a diverse student population and staff

**Business Officer**

**Duties and Responsibilities:**

1. Responsible for the integrity of business and financial reports of the Richland Collegiate High School;
2. Supervises staff responsible for PEIMS reporting, financial transactions, record keeping, and report preparation/reconciliation for the High School;
3. Responsible for helping develop and administering the High School budget;
4. Projects income and expenditures, analyzes and coordinates budget development, monitors and controls expenditures within guidelines established by DCCCD and Texas Education Agency policies;
5. Monitors High School purchasing functions and accounts payable and receivable;
6. Provides for professional growth through reading and attending workshops, seminars, and conferences;
7. Performs related duties as assigned.

**Minimum Education and Skill Requirements:**

1. Master's degree in business or accounting or Bachelor's degree with equivalent experience and four years of progressively responsible experience in a computerized, multi-cost center accounting office;
2. Demonstrated knowledge of fund accounting and budget management;
3. Ability to access and utilize information from mainframe and microcomputer applications;
4. Use computer technology to maintain records, generate reports and communicate with others;
5. Oral and written communication skills to interact effectively with individuals from diverse socio-economic backgrounds.

**Richland Collegiate High School Principal**

**Duties and Responsibilities:**

1. Provides overall leadership and focus for the Richland Collegiate High School;
2. Has primary responsibility for day-to-day operations of the High School, including directing and coordinating educational, administrative, and counseling activities;
3. Supervises academic support, counseling, and office staff members of the High School;
4. Assists in establishing and maintaining relationships with Richland College administrators and faculty and staff members, with educational staff members at universities in the region, with administrators of charter schools in the area, and with community and business organizations in the area;

5. Assists in planning and monitoring the High School budget;
6. Establishes and maintains cooperative staff relations and effective parent-teacher relations;
7. Works with the High School Community Advisory Council, the Parent Advisory Council, and the Student Council to maintain strong relationships with each group;
8. Develops learning opportunities for students between semesters;
9. Enforces the Richland College Student Code of Conduct and implements disciplinary proceedings and activities as necessary to maintain an appropriate educational setting for all students;
10. Is available to students and parents for education-related purposes;
11. Provides for professional growth through reading and attending workshops, seminars, and conferences;
12. Performs related duties as assigned.

**Minimum Education and Skill Requirements:**

1. Master's Degree
2. Three years of management experience in education
3. Demonstrated familiarity with Texas Education Agency rules and regulations
4. Excellent oral and written communication skills to meet the needs of a diverse students population and staff

**c) Sponsoring entity's organizational chart:**

The organizational charts for the Dallas County Community College District are attached in *Attachment B*. The first page shows the entities that report to the Chancellor - the seven community colleges including Richland College, the Bill J. Priest Institute for Economic Development, the R. Jan LeCroy Center for Educational Telecommunications, and the three Vice-Chancellors for district operations. The second page shows the organizational chart for Richland College highlighting the Collegiate High School within the college's structure. The third page shows the organizational structure for the Collegiate High School.

**d) Salary ranges and benefits for school officers and analysis of comparable salaries and benefits:**

The school officers will include the Superintendent, Assistant Superintendent, Business Officer, and Principal. The Superintendent and Assistant Superintendent are currently DCCCD employees at Richland College. They will assume their duties with the Collegiate High School at no additional compensation, but with a shift of other duties to accommodate the responsibilities associated with leading the Collegiate High School. The Business Officer has not been selected yet, but that person will be a Richland College employee in the college's Financial Services Office, a position that is currently being filled. The Business Officer will direct High School business operations with no additional salary.

The High School Principal will be employed when this application is approved and will be paid from High School funds as a DCCCD administrative employee. As a DCCCD employee, the Principal receives all the benefits provided for full-time DCCCD employees, including participation in either the Texas Retirement System or the Optional Retirement Program, health and dental insurance, life insurance, business and travel and cell phone allowances, and vacation and sick leave. The Principal will be employed according to the DCCCD Administrative Salary Schedule at a Level IV position, which has an entry salary range of \$52,404-\$62,225. The salaries for school administrators in neighboring school districts and for Region 10 and the state as reported in the current snapshots of school district profiles are shown below:

|                                                                   |                   |
|-------------------------------------------------------------------|-------------------|
| Richland Collegiate High School Principal .....                   | \$52,404-\$62,225 |
| Richardson Independent School District School Administrators..... | \$64,881          |
| Garland Independent School District Administrators.....           | \$66,401          |
| Dallas Independent School District Administrators .....           | \$64,880          |
| Plano Independent School District Administrators .....            | \$66,364          |

|                                              |          |
|----------------------------------------------|----------|
| Region 10 School Administrators .....        | \$61,446 |
| State School Administrators .....            | \$58,561 |
| Statewide Charter School Administrators..... | \$40,446 |

While the upper level of the Principal's salary is somewhat below the average for neighboring school districts, it is comparable to the average for Region X and above the statewide averages. In addition to the base salary, the Principal will receive a monthly business and travel allowance and a cell phone allowance that help make this salary competitive with neighboring school districts.

**e) Professional development opportunities for school officers:**

Richland College requires all full-time employees to complete at least 36 hours of professional development activities each year. This requirement includes all of the High School's officers. In addition to the professional development workshops and programs described earlier offered across the district, every department receives funding to allow employees to attend professional development conferences. The budget for the High School includes funds for professional development activities by every staff member. These opportunities would include attending conferences important to charter school such as the annual statewide conference offered by the Charter School Resource Center of Texas and the national charter school conference sponsored by the US Department of Education. The school officers will also attend the charter school orientation session offered by TEA and the required 30 hour training for chief executive and central administrative officers. The Business Officer will attend the required 30 hour training session for business managers.

The school officers will also participate in state and national activities designed to build stronger connections among charter school officials, especially those in charter high schools operated by and/or located on community college campuses. Through the American Association of Community Colleges and the League for Innovation in the Community College, High School officers can identify and contact colleges across the nation to develop a network of colleagues to advocate for policies across the nation that encourage community colleges to create charter high schools in response to community needs.

**f) Evaluation of school officers:**

The DCCCD employs a comprehensive employee evaluation system that applies to all employees, including those of the Collegiate High School. The system is based upon a process of developing an Individualized Action Plan (IAP) describing the employee's goals and objectives for the coming year. An employee's IAP must be aligned with the department's goals and objectives, including appropriate professional development. The employee and supervisor periodically review progress towards achieving the IAP. The periodic review allows revisions to accommodate changes during the year. Near the end of the fiscal year, all employees are formally evaluated prior to recommendations to continue employment. At this point, an employee can be placed under special conditions that must be met to continue employment in following years.

The Superintendent will be evaluated by the DCCCD Board of Trustees and the Chancellor. In turn, the Superintendent will evaluate the Assistant Superintendent, the Business Officer, and the High School Principal. These evaluations will be completed in July of each year, prior to the start of the new school year. While these formal evaluations occur at that time, the periodic meetings between each officer and supervisor will allow each party to identify emerging issues and handle them before the final evaluation. This will allow quicker response and solution to any potential problems.

**g) Demonstrate that school officers, in conjunction with the governing body of the school, understand they are responsible for:**

1) Student and school performance: The Superintendent and Assistant Superintendent have attended the TEA workshop held for preparing this application. The Assistant Superintendent has also attended a TEA charter school orientation session and the 2004 conferences held by the Charter School Resource Center of Texas and the US Department of Education. These experiences have made quite clear the responsibility



the High School's officers have to direct, encourage, and require exemplary school and student performance in the Collegiate High School. In presentations to the DCCCD Board of Trustees, to chambers of commerce and other community organizations, and in the public hearing held at Richland College, the Superintendent has emphasized this responsibility to all listeners.

As the Business Officer and High School Principal are brought on-board, they too will be indoctrinated in the critical need for outstanding student and school performance. The performance evaluations of all officers and the High School as a functioning entity by the Board of Trustees and supervisors will assure this performance meets standards.

2) Management and administrative practices: All DCCCD employees receive strong orientation to the requirement that they must adhere to management and administrative practices outlined in the DCCCD Board Policy Manual and operating policies. The district undergoes an annual audit designed to assure these practices are followed. In addition, the district's Internal Audit Division has the backing of the Board of Trustees to investigate any and all instances of reported violations of these practices. The Internal Audit Division also conducts random audits of departments and divisions to assure full compliance with policies and procedures. All investigations by the Internal Audit Division are reported directly to the Board of Trustees for their consideration and further action if necessary. The High School will be audited regularly by this division with the results communicated to the Board of Trustees.

3) Student attendance accounting reporting requirements: The Business Officer and Principal will have primary responsibility for assuring that student attendance is properly accounted and reported. The High School's student information system will include capabilities to document and track student attendance using student identification cards coded with magnetic information that will be read by a scanner in the High School office area. Students will use their cards to check in and out every school day under the guidance of the High School staff members. The Business Officer will be responsible for assuring the attendance tracking system operates effectively and provides accurate attendance information. This information will then be transmitted through the PEIMS system as required to inform TEA of the High School's daily attendance.

The district's Internal Audit Division will test and review this system at least once each year to assure the data captured is accurate. Their findings will be reported to the Business Officer, the Principal, the Superintendent, and the Board of Trustees. The Business Officer will be responsible for implementing any improvements recommended in this process and for fixing any errors that may have been transmitted to TEA.

4) Compliance with generally accepted accounting principles and generally accepted standards of fiscal management: This compliance is strictly expected in every business transaction conducted by the DCCCD, demanded through policies and regulations at all levels of the institution. The internal audit procedures and standard business practices require that these principles and standards be followed. The Business Officer will be expected to assure all of the High School's financial transactions meet these requirements, working with the Richland College Dean of Financial Services and the district's Vice Chancellor for Business Affairs and his staff. Again, the Internal Audit Division will review the High School's financial transactions to ensure compliance.

5) Compliance with special education and bilingual/English as a second language (ESL) program requirements: The High School Principal will have the primary responsibility to assure that all High School students who require special education and/or bilingual or ESOL services receive those services to which they are entitled. The Principal will work with the college's ESOL and Disability Services programs to obtain these services and provide them in the best manner to enhance student learning. The Principal will be expected to understand the rules and regulations regarding special education and bilingual/ESL services and to help other High School officers improve their awareness of these requirements. This effort may include attending workshops and seminars dealing with these topics to

build a greater understanding among all of the High School officers so they can convey the importance of these rules to members of the Board of Trustees and to other employees of the DCCCD.

6) Financial accounting reporting requirements, including grant reporting requirements: The DCCCD has extensive policies and procedures regarding requirements for reporting financial activities, including grants. The district handles more than \$20 million in grants from federal and state agencies annually, so the policies in place have undergone extensive review and are accepted as effective by the district's auditors. These same auditors review the district's entire financial accounting system, and, as indicated in the audit report, find it effective.

The Business Officer will be responsible for assuring that all High School financial transactions adhere to the reporting requirements. The annual reviews by the Internal Audit Division, the district's external auditors, and TEA auditors will confirm this compliance as reported to the Board of Trustees.

7) Reporting requirements, including those through the PEIMS: The Business Officer will be responsible for implementing the management information system that provides PEIMS and other required information to TEA. The High School will contract with the Richland College Financial Services Office to capture and report these data, using the High School's data management system. The Business Officer will oversee the person designated as the PEIMS Coordinator in the Financial Services Office. These two people will attend training from TEA and the ESC Region 10 Cooperative to assure they are skilled at operating the system and providing the information TEA and other agencies must have.

The Business Officer will be responsible for assuring that all High School reports meet TEA requirements. The annual reviews by the Internal Audit Division, the district's external auditors, and TEA auditors will confirm this compliance as reported to the Board of Trustees.

8) Reporting annual school and student performance to students, parents, and the public: The Superintendent and Principal will be responsible for reporting school and student performance to students, their parents, and the community. Students can obtain interim progress reports at any time on-line and final grades at the end of each semester. These reports will also be sent to students' parents. Student performance on the TAKS test will be reported to students and parents, plus to the public as required.

The Superintendent will also report school and student performance to the Board of Trustees and the Richland College community annually. All school officers will be available to speak to business and community organizations, school and parent associations, and media outlets as requested to report school and student performance more widely. Annual reports for the High School will be published in both English and Spanish to inform more members of the community of the High School's performance.

9) Distributing to parents information related to the qualifications of each professional employee of the program: The Richland College catalogue provides information related to the educational qualifications of every professional employee of the college. When the High School is in place, these employees will be included in this list. During the admission process, every applicant's parent(s)/guardian(s) will receive a copy of the catalogue that includes this information. The parent(s)/guardian(s) of returning students will receive a copy of the catalogue during the first week of school to learn the qualifications of all professional employees at Richland College.

**h) Job descriptions for all charter school teachers and other instructional staff:**

The Collegiate High School will not employ any full-time teachers. All teachers will be faculty members of Richland College. All full-time and adjunct faculty members must meet the criteria set by SACS for accreditation – Master's degree with at least 18 graduate hours in the subject taught for college transfer, Bachelor's degree plus at least three years of relevant experience for technical programs.

In addition to faculty members, the learning communities will often incorporate an Instructional Associate to assist in the classroom. These associates support the faculty members in the classroom and

Revised during contingency process.  
See insert. After p 47

Revised during contingency process.  
See insert.

## ***Approved during contingency process***

### **Human Resources Information**

#### **Issues Identified:**

“Provide complete job descriptions for all charter school teachers and other instructional staff; the applicant only provided qualifications (PP. 44-45).”

“Provide evidence that teachers, assigned to teach special education and/or bilingual education, will have the appropriate state certifications (P. 45).”

#### **Response:**

Replace Section 5H on pages 44-45 with the following to respond to both issues:

#### **Job descriptions for all charter school teachers and other instructional staff**

The Collegiate High School will not employ any full-time teachers. All teachers will be faculty members of Richland College. All full-time and adjunct faculty members must meet the criteria set by SACS for accreditation – Master’s degree with at least 18 graduate hours in the subject taught for college transfer, Bachelor’s degree plus at least three years of relevant experience for technical programs. The job description for faculty members who will teach RCHS students follows:

1. Reports for duty in accordance with the District’s calendar and contractual obligations.
2. Teaches students effectively in assigned classes and maintains office hours for student consultation in accordance with the procedures and policies outlined in the Board of Trustees Policies and Administrative Procedures Manual.
3. Gives students written course expectations, including the course objectives, attendance policy, methods of evaluation, grading practices and the District and RCHS withdrawal policies.
4. Adheres to laws and District policies regarding accommodation of student disabilities as outlined in Section 504 and assists and supports in implementing students’ IEPs and ESL requirements.
5. Participates in the evaluation of the instructional process and explores appropriate strategies to make improvements in his/her own instruction.
6. Participates in development and support of the instructional division by recommending books and materials, revising curricula, and recommending teaching assignments when appropriate.
7. Participates in the planning process by assisting in the formulation of division objectives and goals and preparation of budget materials requests.
8. Maintains accurate and complete course records as required by law and the Board of Trustees Policies and Administrative Procedures Manual.
9. Participates in student advising and registration.
10. Promotes the college and the RCHS in the community.
11. Performs professional activities and assumes professional responsibilities as agreed upon with the division chairperson/dean.
12. Participates in his/her own performance appraisal.

The SACS criteria described above for faculty teaching college transfer classes apply to all of the core academic areas as included in the NCLB Act. These criteria meet the “highly qualified” standard as outlined in the publication “Guidance for the Implementation of NCLB Highly Qualified Teacher Requirements” issued by the Division of NCLB Coordination of the Texas Education Agency on October 24, 2005, based on the US Department of Education’s NRG document issued August 3, 2005.

On page 10 of this publication, in response to the question “Are charter school teachers required to be highly qualified under NCLB?” the Division provides the following guidance:

“Yes. All open-enrollment charter school teachers must hold at least a bachelor’s degree and must demonstrate competency in the core academic areas in they teach in order to meet highly qualified.”

The NCLB Act uses the concept of a “high, objective, uniform state standard of evaluation” (HOUSE) as the method by which experienced teachers can demonstrate competency in each core academic subject area.

The Texas Education Agency has established the process for achieving HOUSE, as described on page 24 of the “Guidance” in response to the questions “What HOUSE options are available for experienced secondary teachers?” The two-stage process requires that a teacher must first have “at least one creditable year of teaching experience in the subject to be taught or in a closely related field.” All faculty members at Richland College must have at least one year of teaching experience in an appropriate subject area to be employed.

The second stage of the HOUSE process relies upon a 24 point system that includes awarding points for “college coursework in the subject to be taught or in a closely related field” at a rate of 1 point for each hour of college credit. All RCHS teachers in core academic areas will hold a Master’s degree and have successfully completed at least 18 credit hours at the graduate level in that core academic area. In addition to earning 18 points for these 18 graduate hours, all faculty members will have earned more than 6 undergraduate credit hours, giving each faculty member at least 24 HOUSE points.

These qualifications are documented by the college’s Human Resources system and verified by the Vice President for Student Learning’s staff members prior to the employment of any professor. RCHS staff members will confirm and document these competencies for all professors teaching RCHS students. This is the process used by school districts in Dallas County to verify that dual credit courses taught by college professors meet “highly qualified” standards.

In response to this same question, the “Guidance” also states that “Special education charter school teachers must also have appropriate special education teacher certification to meet highly qualified.” All special education teachers employed to serve RCHS students will be required to hold a current certification in the appropriate areas. They will also be required to meet the other criteria for “highly qualified” status if they are teaching in a core academic area. The specific job requirements for each special education teacher will respond to the specific needs of the student(s) that teacher will be serving.

Richland College offers an alternative teacher certification program that certifies special education teachers. The faculty members in this program are certified special education teachers, as are their successful graduates. This connection assures that the college will find and employ highly qualified, certified special education teachers to serve RCHS students. All faculty members at Richland College are also advised in identifying and accommodating student disability issues through the college’s Disabilities Services Office.

In addition to faculty members, the learning communities could incorporate an Instructional Associate to assist in the classroom. These associates support the faculty members in the classroom and handle some classroom administrative details. They must have a Bachelors’ degree in the appropriate area and two years of experience in a teaching environment. They will not be the teacher of record for these courses, but they will provide academic assistance for students. A job description for the position of Instructional Associate follows:

1. Prepares classroom exercises and laboratory experiments as necessary to demonstrate learning experiences taught by course instructor.
2. Assists students through clarification of course assignments, lectures, tests and lab exercises through direct interaction in a classroom and/or lab environment.
3. Works with students individually and in small groups to select and use instructional resources to demonstrate assignments.
4. Occasionally instructs credit courses in the absence of the assigned instructor.

5. Assists instructor through preparation and administration of tests and exams and recording grades. May participate in the development of curriculum and instructional resources.
6. Participate in faculty meetings to discuss new and/or to revamp program goals and objectives.
7. May maintain a variety of related records and provide information for decision-making.
8. Perform related duties as assigned.

~~handle some classroom administrative details. They are expected to have a Bachelors' degree in the appropriate area and to have had some experience in education.~~

**i) Process for providing parent or guardian of each student in the school written notice of the qualifications of each teacher employed by the school:**

The Richland College catalogue provides information related to the educational qualifications of every full-time faculty member. During the admission process, every applicant's parent(s)/guardian(s) will receive a copy of the catalogue that includes this information. The parent(s)/guardian(s) of returning students will receive a copy of the catalogue during the first week of school to learn the qualifications of any new full-time faculty members.

The High School Academic Advisor will review every student's schedule during the first week of classes to identify classes in which High School students are taught by adjunct faculty members. The Advisor will then gather information about the qualifications of each of the faculty members and send it to all parents as quickly as feasible. Parents and students may also request to be informed of a faculty member's qualifications through that faculty member's division dean.

**j) Salary ranges and benefits for teachers and other instructional personnel with analysis of comparable salary and benefits:**

Since the High School will not be employing teachers or other instructional personnel during these start-up years, no salaries or benefits will be paid currently with High School funds. All teacher salaries will be paid by Richland College for faculty members who have High School students in their classes. However, a comparison of the salaries paid to teachers in nearby school districts with DCCCD faculty members follows:

|                                                      |          |
|------------------------------------------------------|----------|
| DCCCD faculty member (with Master's Degree).....     | \$38,026 |
| Richardson Independent School District Teachers..... | \$41,502 |
| Garland Independent School District Teachers.....    | \$39,938 |
| Dallas Independent school District Teachers.....     | \$43,401 |
| Plano Independent School District Teachers .....     | \$41,155 |
| Region 10 Teachers .....                             | \$40,298 |
| State Teachers .....                                 | \$39,232 |
| State Charter School Teachers .....                  | \$29,486 |

As state employees, DCCCD faculty members receive the same benefits as teachers in public schools across the state.

**k) Professional development opportunities for teachers and other instructional staff:**

While the High School will not have any employees specifically classified as teachers or other instructional staff members, the faculty members who will teach the High School students have access to many professional development opportunities, as outlined in previous sections of this application. Richland College requires all full-time employees to complete at least 36 hours of professional development activities each year. This requirement includes all of the college's full-time faculty members. In addition to the professional development workshops and programs described earlier offered across the district, every academic division receives funding to allow faculty members to attend professional development conferences.

As the High School matures, staff members will identify faculty members who are especially successful in working with the High School's students, those who enjoy working with the younger students. As those faculty members emerge, the High School will be able to offer those faculty members specific professional development opportunities designed to improve their skills in working with high school age college students. These opportunities would include attendance at a conference or bringing in consultants to work directly with the interested faculty members.

**l) Evaluation of teachers and other instructional personnel:**

The High School will not have any full-time teachers or other instructional personnel paid with High School funds. However, DCCCD faculty members operate within a comprehensive evaluation process that includes student evaluations once a year and an annual class visit by the division dean or program director. High School students in those faculty members' classes will participate in this aspect of the faculty evaluation process.

**m) Job descriptions for PEIMS Coordinator, student attendance staff, and other staff:**

**Academic Advising Coordinator**

**Duties and Responsibilities:**

1. Provides primary academic advising services for Collegiate High School students including interpretation of assessment test results and placement in appropriate classes;
2. Maintains relevant records including databases for tracking student performance and other purposes;
3. Works with faculty members and divisions in developing, administering, and coordinating appropriate student support services related to student development, counseling, and advisement;
4. Refers High School students to appropriate student services at Richland College;
5. Provides support for TAKS preparation activities and tracks student performance;
6. Assists Principal in developing learning activities for High School students between semesters;
7. Assists Principal in disciplinary actions as needed;
8. Is available to students and parents as feasible;
9. Provides for professional growth through reading and attending workshops, seminars, and conferences;
10. Performs related duties as assigned.

**Minimum Education and Skill Requirements:**

1. Bachelor's degree with coursework in humans relations, psychology, or related area;
2. Three years experience in an educational environment related to student development or counseling;
3. Ability to use personal computer software/hardware and mainframe applications;
4. Ability to communicate and deal effectively with individuals from a variety of socio-economic backgrounds.

**Student Services Specialist**

**Duties and Responsibilities:**

1. Coordinates High school activities with Richland College functions for students in areas of counseling, placement, and assessment;
2. Recruits prospective students for the High School through a variety of outreach activities in coordination with Richland College School Outreach Office;
3. Develops and maintains a database of High School students for periodic reports and analysis;
4. Develops workshops and seminars for High School students;
5. Coordinates with the Service Learning Coordinator to assure High School students have adequate service learning opportunities;
6. Plans and implements field trips between semesters to enhance student learning;
7. Is available to parents and students as feasible;
8. Provides for professional growth through reading and attending workshops, seminars, and conferences;
9. Performs related duties as assigned.

**Minimum Education and Skill Requirements:**

1. Bachelor's degree in related field;
2. Two years experience in work related to student services;

3. Ability to use computer technology to access information, maintain records, and prepare reports;
4. Oral and written communication skills to interact with individuals from diverse socio-economic backgrounds.

#### **Administrative Assistant**

##### **Duties and Responsibilities:**

1. Coordinates general and specific office functions, anticipates upcoming services and events and plans accordingly, analyzes situations and makes decisions related to assigned areas;
2. Prepares special reports, answers requests for information that may include researching, analyzing, and summarizing data;
3. Attends council and staff meetings to take notes and prepare minutes;
4. Organizes and coordinates arrangements for special events, meetings, and activities;
5. Analyzes department policies and procedures and prepares recommendations to create new systems and improve processes;
6. Sorts and prioritizes incoming mail;
7. Composes and prepares correspondence;
8. Maintains Principal's calendar and arranges schedule;
9. Performs a variety of bookkeeping functions related to budget development and monitoring;
10. Monitors area where students check in and out during the day;
11. Greets parents and visitors to the High school;
12. Performs related duties as assigned.

##### **Minimum Education and Skill Requirements:**

1. Associate's degree or equivalent experience
2. Five years experience as an executive secretary or similar position for a top executive
3. Ability to use personal computer for word processing and other software supported functions
4. Ability to interpret and apply policies, regulations, and rules
5. Ability to keep complex records
6. Ability to interact with a variety of students, parents, and visitors

#### **PEIMS Coordinator**

The PEIMS Coordinator will be designated by the Richland College Dean of Financial Services as part of the contract between that office and the High School to provide financial management and reporting services. The High School's Business Officer will work with the PEIMS Coordinator to assure this vital service is performed effectively.

The PEIMS Coordinator will be responsible for managing the student information system that tracks student attendance and other factors necessary for PEIMS reporting. The PEIMS Coordinator will capture the data, develop the required reports, and submit them to TEA according to schedule. This person will work with the Business Officer regarding these reports. To assure seamless reporting, the PEIMS Coordinator will attend all professional development opportunities offered by TEA to assure the person is up to date in using the system and understanding the reports that must be submitted.

The PEIMS Coordinator will be assigned when the High School is approved. If a current employee in Financial Services has the skills to meet the expectations of this position, that person could be assigned, or an external search will be conducted to fill the position. The successful applicant must have extensive experience in operating database management systems and a familiarity with PEIMS and TEA's reporting requirements.

##### **n) Salary ranges and benefits for PEIMS coordinator, student attendance staff, and other staff:**

The staff members employed by the High School include the Academic Advising Coordinator, the Student Services Specialist, and the Administrative Assistant. The PEIMS Coordinator will be employed



**Issue Identified:**

“Explain the contractual relationship between the high school and the college (PP. 47-48).”

**Response:**

To accurately reflect the nature of the RCHS as a component of the DCCCD operating on the campus of Richland College, replace Section 5G, item #7 on page 44 and the description of the PEIMS Coordinator and Section 5N on pages 47-48 with the following:

**Section 5G, item #7, page 44**

7) **Reporting requirements, including those through the PEIMS:** The Business Officer will be responsible for implementing the management information system that provides PEIMS and other required information to TEA. The Richland College Financial Services Office will capture and report these data, using the High School’s data management system. The Business Officer will oversee the person designated as the PEIMS Coordinator in the Financial Services Office. These two people will attend training from TEA and the ESC Region 10 Cooperative to assure they are skilled at operating the system and providing the information TEA and other agencies must have.

The Business Officer will be responsible for assuring that all High School reports meet TEA requirements. The annual reviews by the Internal Audit Division, the district’s external auditors, and TEA auditors will confirm this compliance as reported to the Board of Trustees.

**PEIMS Coordinator and Section 5 N on pages 47-48**

**PEIMS Coordinator**

The PEIMS Coordinator will be designated by the Richland College Dean of Financial Services to provide financial management and reporting services. The High School’s Business Officer will work with the PEIMS Coordinator to assure this vital service is performed effectively.

The PEIMS Coordinator will be responsible for managing the student information system that tracks student attendance and other factors necessary for PEIMS reporting. The PEIMS Coordinator will capture the data, develop the required reports, and submit them to TEA according to schedule. This person will work with the Business Officer regarding these reports. To assure seamless reporting, the PEIMS Coordinator will attend all professional development opportunities offered by TEA to assure the person is up to date in using the system and understanding the reports that must be submitted.

The PEIMS Coordinator will be assigned when the High School is approved. If a current employee in Financial Services has the skills to meet the expectations of this position, that person could be assigned, or an external search will be conducted to fill the position. The successful applicant must have extensive experience in operating database management systems and a familiarity with PEIMS and TEA’s reporting requirements.

**n) Salary ranges and benefits for PEIMS coordinator, student attendance staff, and other staff:**

The staff members employed by Richland College to work exclusively with the High School operations include the Academic Advising Coordinator, the Student Services Specialist, and the Administrative Assistant. The PEIMS Coordinator will be employed and assigned to the College’s Financial Services Office. The range of salaries for each of these positions is listed below along with data on the average salary of professional support staff members at nearby school districts, for Region 10, and for the state:

|                                    |                 |
|------------------------------------|-----------------|
| Academic Advising Coordinator..... | \$32,809-43,634 |
| Student Services Specialist .....  | \$29,152-37,897 |

|                                                           |                 |
|-----------------------------------------------------------|-----------------|
| Administrative Assistant.....                             | \$25,902-33,673 |
| Richardson Independent School District Support Staff..... | \$50,059        |
| Garland Independent School District Support Staff.....    | \$49,968        |
| Dallas Independent School District Support Staff.....     | \$54,456        |
| Plano Independent School District Support Staff.....      | \$48,645        |
| Region 10 Average for Support Staff.....                  | \$49,110        |
| State Average for Support Staff.....                      | \$41,959        |
| State Charter School Average for Support Staff.....       | \$28,623        |

While the anticipated salaries for the High School support staff are well below the averages for public school districts, which probably have a different mix of support staff members, the salaries are in line with those of support staff members at charter school across the state.

by Richland College to meet the contract with the High School. The range of salaries for each of the High School positions is listed below along with data on the average salary of professional support staff members at nearby school districts, for Region 10, and for the state:

|                                                           |                 |
|-----------------------------------------------------------|-----------------|
| Academic Advising Coordinator.....                        | \$32,809-43,634 |
| Student Services Specialist .....                         | \$29,152-37,897 |
| Administrative Assistant.....                             | \$25,902-33,673 |
| Richardson Independent School District Support Staff..... | \$50,059        |
| Garland Independent School District Support Staff.....    | \$49,968        |
| Dallas Independent School District Support Staff.....     | \$54,456        |
| Plano Independent School District Support Staff.....      | \$48,645        |
| Region 10 Average for Support Staff.....                  | \$49,110        |
| State Average for Support Staff.....                      | \$41,959        |
| State Charter School Average for Support Staff.....       | \$28,623        |

While the anticipated salaries for the High School support staff are well below the averages for public school districts, which probably have a different mix of support staff members, the salaries are in line with those of support staff members at charter school across the state.

**o) Professional development opportunities for PEIMS coordinator, student attendance staff, and other staff:**

Richland College requires all full-time employees to complete at least 36 hours of professional development activities each year. This requirement includes all of the High School's staff members. In addition to the professional development workshops and programs described earlier offered across the district, every department receives funding to allow employees to attend professional development conferences. The budget for the High School includes funds for professional development activities by every staff member. These opportunities would include attending conferences important to charter school such as the annual statewide conference offered by the Charter School Resource Center of Texas and the national charter school conference sponsored by the US Department of Education.

**p) Evaluation of the PEIMS coordinator, student attendance staff, and other staff:**

The DCCCD employs a comprehensive employee evaluation system that applies to all employees, including those of the Collegiate High School. The system is based upon a process of developing an Individualized Action Plan (IAP) describing the employee's goals and objectives for the coming year. An employee's IAP must be aligned with the department's goals and objectives, including appropriate professional development. The employee and supervisor periodically review progress towards achieving the IAP. The periodic review allows revisions to accommodate changes during the year. Near the end of the fiscal year, all employees are formally evaluated prior to recommendations to continue employment. At this point, an employee can be placed under special conditions that must be met to continue employment in following years.

The Academic Advising Coordinator, Student Services Specialist, and Administrative Assistant will be evaluated by the High School Principal. The Business Officer will evaluate the PEIMS Coordinator with the Dean of Financial Services. These evaluations will be completed in July of each year, prior to the start of the new school year. While these formal evaluations occur at that time, the periodic meetings between each employee and supervisor will allow each party to identify emerging issues and handle them before the final evaluation. This will allow quicker response and solution to any potential problems.

## GOVERNANCE

a) **Members of the governing body of the sponsoring entity:**

The members of the Dallas County Community College District Board of Trustees are:

~~Jerry Prater, President  
· Marion K. Boyle  
· Charletta Rogers Compton  
· Bob Ferguson  
· Diana Flores  
· Martha Sanchez Metzger.~~

A copy of the resolution these board members adopted on January 12, 2005, to approve this application for a charter for the Richland Collegiate High School is included in *Attachment A*.

b) **Notarized biographical affidavits for each member of the governing body:**

The notarized biographical affidavits for each member of the Dallas County Community College District Board of Trustees are provided in *Attachment A*.

c) **501(c)(3) determination letter from IRS:**

The Dallas County Community College District derives its legal status from the Constitution of the State of Texas and from the Texas Education Code that authorizes a public junior college and/or district of any one of the following classifications:

1. Independent school district junior college.
2. City junior college.
3. Union junior college.
4. County junior college.
5. Joint-county junior college. [*Texas Constitution, Art. VII; Education Code 130.004(a)*]

A public junior college shall be defined as an institution of higher education. [*Education Code 61.003(8)*]

This determination letter from the Internal Revenue Service is not necessary because the Dallas County Community College District is a public community college of the State of Texas. Its service area is described in Section 130.176 of the Texas Education Code. The Texas Higher Education Coordinating Board created the District in 1965 under authority of Chapter 130 of the Texas Education Code (see *Attachment C*).

d) **Articles of Incorporation:**

Letters from the Texas Higher Education Coordinating Board establishing the Dallas County Junior College District (now the Dallas County Community College District) as approved by the State Board of Education are provided in *Attachment D*.

e) **Bylaws:**

The Dallas County Community College District is a public community college of the State of Texas. It does not have by-laws. The Board of Trustees' "Board Policy Manual" is available on-line at <http://www.tasb.org/policy/pol/private/057501/> and contains policies and procedures governing Board actions (see *Attachment E*.)

### **Biographical Affidavits**

**Issue Identified:**

“Marion Boyle’s affidavit did not include an appropriate response to question 20 regarding whether she has ever been adjudged bankrupt. A new affidavit must be submitted.”

**Response:**

A complete affidavit from Marion Boyle will be submitted to the TEA Division of Charter Schools as requested.

**Issue Identified:**

“Stephen Mittelstet’s affidavit fails to include answers to questions 18 through 21 (p. 92). A new affidavit must be submitted.”

**Response:**

A complete affidavit from Stephen Mittelstet has been submitted to the TEA Division of Charter Schools as requested.

**Issue Identified:**

“Mr. Canine advised me that a new board member has been added and that a business manager has been hired. Affidavits for these two individuals will also be submitted.”

**Response:**

Ms. Pattie Powell has been added to the Board of Trustees for the Richland Collegiate High School. Her complete affidavit has been submitted to the TEA Division of Charter Schools.

Mr. Finney Varghese has been assigned to be the Business Manager for the RCHS. His complete affidavit has been submitted to the TEA Division of Charter Schools.

**Issue Identified:**

“The list of board members on p. 49 will also be revised.”

**Response:**

Revise section 6A on page 49 to read:

**Members of the governing body of the sponsoring entity:**

The members of the Dallas County Community College District Board of Trustees are:

Jerry Prater, President  
Marion K. Boyle  
Charletta Rogers Compton  
Bob Ferguson  
Diana Flores  
Martha Sanchez Metzger  
Pattie Powell.

**f) Certificate of Incorporation:**

The Dallas County Community College District is a public community college of the State of Texas. As such, this requirement is inapplicable. A statement to this effect is provided in *Attachment F*.

**g) Date sponsoring entity was established:**

The Dallas County Junior College District was authorized by the State Board of Education on April 3, 1965. The election approving a taxing entity was held on May 25, 1965. The Texas Higher Education Coordinating Board sent a letter to Dr. Bill J. Priest, President of the Dallas County Junior College District, approving the district's establishment on December 22, 1965.

**h) Purpose for which sponsoring entity was established:**

The purpose of the Dallas County Community College District is to prepare students for successful living and responsible citizenship in a rapidly changing local, national, and world community. The DCCCD does this by providing accessible, accredited, affordable, cost-effective, quality learning opportunities for development of intellectual skills, job skills, personal growth, and/or transfer to a baccalaureate program. In fulfilling the purpose, the district furthers cultural, economic, and workforce development in the communities served. In all its efforts, the DCCCD strives to meet the needs and exceed the expectations of those the district serves.

More specifically, the DCCCD's purpose is to provide:

1. Technical programs up to two years in length leading to associate degrees or certificates;
2. Vocational programs leading directly to employment in semi-skilled and skilled occupations;
3. Freshman and sophomore courses in arts and sciences;
4. Continuing adult education programs for occupational or cultural upgrading;
5. Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
6. A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
7. Workforce development programs to meet local and statewide needs;
8. Adult literacy and other basic skills programs for adults; and
9. Other purposes as may be prescribed by the Texas Higher Education Coordinating Board or the DCCCD Board of Trustees in the best interest of postsecondary education in Texas.

These opportunities are to be offered at appropriate sites throughout Dallas County.

**i) Activities in which the sponsoring entity has been engaged in the past and currently:**

The Dallas County Community College District has offered educational programs and activities addressing the purposes listed above at its seven community colleges since the following dates:

El Centro College since 1966,  
Eastfield College since 1970,  
Mountain View College since 1970,  
Richland College since 1972,  
Cedar Valley College since 1977,  
North Lake College since 1977,  
Brookhaven College since 1978.

The Bill J. Priest Institute for Economic Development, which opened in 1989, offers job training and economic development services to businesses throughout Dallas County. The R. Jan LeCroy Center for Educational Telecommunications, which opened in 1991, develops educational telecourses for use at

higher education institutions across the United States and in other countries. The Center also offers distance learning and on-line educational opportunities for DCCCD students who enroll from sites around the world. Each college, the Bill Priest Institute, and the LeCroy Center are continuously developing new learning opportunities for current and potential students. This application for a charter high school to be located at Richland College is an example of the types of educational activities the colleges are considering and planning to implement.

**j) Private daycare, private school, public daycare, or public school operated by the sponsoring entity:**

The Dallas County Community College District operates public daycare centers at Brookhaven College and Eastfield College. The district has not operated a private daycare, private school, or public school. The Dallas Independent School District operates the “El Centro Middle College” on the campus of El Centro College.

**k) Religious or faith-based organization:**

The Dallas County Community College District is not a religious or faith-based organization, nor does it engage in any activities for a religious purpose. The colleges offer courses that explore, analyze, and contrast various religions, but solely for educational purposes. The colleges may also sponsor student clubs that support a particular religion, but these clubs are also sponsored for educational, not religious, purposes. Membership in these clubs is open to any student of the college without exception.

**l) Litigation involving the sponsoring entity:**

The Dallas County Community College District has not been involved in any litigation as the term is defined on page 34 of the “Open Enrollment Charter Guidelines and Application.”

**m) Sanctions by any state regulatory agency:**

The Dallas County Community College District has never been sanctioned by any state regulatory agency.

**n) Initial incorporators of the sponsoring entity, including names and professional backgrounds:**

The first members of the Dallas County Community College District Board of Trustees were:

Frank J. Altick, Physician;  
Loncy Leake, Attorney;  
Margaret McDermott, Philanthropist;  
Franklin Spafford, Entrepreneur;  
Durwood Sutton, President & CEO, Grand Prairie State Bank;  
R. L. Thornton, Jr., Banker;  
Carie Welch, President, Wilson-Welch & Co.

**o) Further recruitment of founders or organizers of the school:**

No additional founders or organizers will be recruited for the Collegiate High School.

**p) Methods used to inform parents, students, and employees about procedures for receiving and responding to complaints:**

The DCCCD and Richland College have policies in place regarding the procedures for receiving and responding to complaints from students, parents, and employees. All complaints are handled with due process to assure the complainant has a fair opportunity to state the complaint and those against whom the complaint is lodged have an opportunity to respond.

The processes vary for parents and students and employees. Parents and students follow a process where the first level to hear a complaint is the Dean of Students, the dean of the appropriate academic

division, or the High School Principal. The decision can be appealed to the Vice President for Student Learning, the Vice President for Student Development, or the Assistant Superintendent, then to the President/Superintendent. Employees follow a grievance process that moves through the Employee Services/Human Resources Department with final appeal within the college made to the President. DCCCD Board of Trustees policies affirm that the Board of Trustees has final authority to hear and decide employee grievances, citizen complaints, and parental concerns. All citizens, including students, parents, and employees, may address the Board of Trustees at any scheduled meeting by completing a card at the meeting and submitting it to the Chair.

Employee grievance procedures are available to employees through the "DCCCD Employees Manual" given to every employee upon beginning work and on the DCCCD Board policy website at [http://www.tasb.org/policy/pol/private/057501/pol.cfm?DisplayPage=DGBA\(REGULATION\).html&QueryText=GRIEVANCE](http://www.tasb.org/policy/pol/private/057501/pol.cfm?DisplayPage=DGBA(REGULATION).html&QueryText=GRIEVANCE). Student and parent grievance procedures are outlined in the DCCCD and Richland College catalogues, the "Richland College Code of Student Conduct," and on the DCCCD Board Policy website at [http://www.tasb.org/policy/pol/private/057501/pol.cfm?DisplayPage=FLB\(LOCAL\).html&QueryText=GRIEVANCE](http://www.tasb.org/policy/pol/private/057501/pol.cfm?DisplayPage=FLB(LOCAL).html&QueryText=GRIEVANCE). High School students and parents will receive a copy of the Richland College catalogue and the "Student Code of Conduct" after a student is admitted to the High School. These policies will be reviewed with all students during the orientation experiences at the start of each academic year.

**q) Governance structure of the governing body of the sponsoring entity:**

**1. Officer positions:**

The Board has a President who must be a member of the Board. The Board has chosen to also elect a Vice-President, who must be a Board member. The Secretary to the Board may be a Board member or not. Historically, the Chancellor of the DCCCD serves as the Board Secretary. The Board may elect other officers as it deems appropriate.

**2. Selection and removal of officers from office:**

Officers of the Board are elected by the Board at the first meeting following a regular election of Board members in even-numbered years or at any time thereafter to fill a vacancy. Between elections, officers can be removed from their positions by resignation, non-residency, death, or removal from office for cause.

**3. Selection and removal from office of members of the governing body:**

DCCCD Board of Trustees members are elected from single-member districts covering all of Dallas County by registered voters residing in that election district. Members are elected for six-year terms with staggered terms ending every two years. A member of the Board of Trustees may be removed from office by resignation, death, or moving from residency in the district.

By vote, the Board may also remove members for incompetence, official misconduct, intoxication on or off duty caused by drinking an alcoholic beverage (but not if it was caused by drinking such beverage on the direction and prescription of a licensed physician), or conviction by a jury for any felony or for misdemeanor official misconduct. "Official misconduct" includes conviction of an offense relating to violation of purchase procedures. Actions for removal of Board members must be brought before the judge of the district court holding jurisdiction, except that any court convicting a Trustee of a felony or official misconduct shall order immediate removal.

**4. How vacancies on the governing board are filled:**

Any vacancy occurring on the Board through death, resignation, or otherwise, shall be filled by a special election ordered by the Board or by appointment by resolution or order of the Board. The person appointed to fill the unexpired term shall serve until the next regular election of members to the Board, at



which time the position shall be filled by election for a term appropriately shortened to conform with what regularly would have been the length of the term for that position.

5. Terms members of governing body serve:

The members of the Dallas County Community College Board of Trustees serve terms of six years upon election to office unless elected to fill a vacant position as indicated above.

6. Staggered terms:

The terms of members of the Dallas County Community College District Board of Trustees are staggered with elections for the two or three positions whose term is expiring occurring every two years.

r) **Members of the governing body of the charter school:**

The governing body of the charter school is the Dallas County Community College Board of Trustees. There is no separate governing body solely of the charter school.

s) **Powers and duties delegated to the charter school governing body:**

The Dallas County Community College District Board of Trustees will not delegate any powers or duties to any governing body of the charter school.

t) **Notarized biographical affidavits for each member of the charter school governing body:**

The governing body of the charter school is the Dallas County Community College District Board of Trustees. The members' notarized biographical affidavits are provided in *Attachment A*.

u) **Governance structure of the governing body of the charter school:**

1. Designated officer positions:

The Dallas County Community College District Board of Trustees is the governing body of the charter school. This information is contained above in Section Q.

2. Selection and removal from office of officers:

The Dallas County Community College District Board of Trustees is the governing body of the charter school. This information is contained above in Section Q.

3. Selection and removal from office of members of the governing body:

The Dallas County Community College District Board of Trustees is the governing body of the charter school. This information is contained above in Section Q.

4. How vacancies on the governing board are filled:

The Dallas County Community College District Board of Trustees is the governing body of the charter school. This information is contained above in Section Q.

5. Terms members of governing body serve:

The Dallas County Community College District Board of Trustees is the governing body of the charter school. This information is contained above in Section Q.

6. Staggered terms:

The Dallas County Community College District Board of Trustees is the governing body of the charter school. This information is contained above in Section Q.

v) **Involvement of private entities and other groups in operation of the charter school:**

No private entity, management company, other nonprofit group, other governmental agency, and/or any other educational organization will be involved in the operation of the charter school.

## **COMMUNITY SUPPORT**

### **a) Community where the school will be located and why this location was selected:**

The Collegiate High School will be located on the campus of Richland College, located at 12800 Abrams Road in northeast Dallas encompassing about 240 acres. The Dallas city limit constitutes the north boundary of the college with the city of Richardson across the street. Garland city limits also reach to within several blocks of the Richland College campus. The proximity of this location to both I-635 (LBJ Freeway) and US 75 (Central Expressway) and at the intersection of two major streets (Abrams Road and Walnut Street) provides easy access to the campus for persons traveling by automobile. The Dallas Area Rapid Transit (DART) system takes advantage of the location by intersecting several major bus routes that serve Dallas, Richardson, and Garland on the college campus. Two DART light-rail stations serving different rail lines are also located within a mile of the campus with direct bus service to the college throughout the day and evening. DART Handi-Ride, the transit service for disabled persons, serves the campus throughout the day and evening with special drop-off points in the middle of the campus.

The extent of community demand and support for the Collegiate High School has been explained in earlier sections of this application. The reasons for locating the High School at Richland College include its proximity to the Telecom Corridor® and UT-Dallas, its accessibility to a highly diverse community that has chosen Richland College as its higher education institution of choice for many years, the success of its current dual-credit education programs, and the eagerness of the college's leadership and faculty members to host the High School. The college must make a significant financial and emotional investment to start the High School, a commitment the leadership has made evident in many ways.

The depth of the college's promise to its community to open the Collegiate High School is demonstrated by the assignment of a college vice president to develop the concept and prepare this application for the past year. During this period, the vice president was relieved of other duties to concentrate on developing and implementing the plan for the Collegiate High School. Among his activities were attendance at state and national charter school conferences, visits to several community colleges in other states that operate charter high schools, meetings with staff members at state and national agencies working with charter schools, attendance at several TEA orientations and meetings regarding charter schools, arranging meetings with the President of Richland College and community members and business partners, and presenting the concept to the DCCCD Board of Trustees and securing their permission to seek this charter with their sponsorship and approval. The Board of Trustees unanimously approved the resolution to submit this application at its meeting on January 12, 2005.

### **b) Involvement of community groups in the planning process:**

Community groups have been involved in helping develop this plan for the Collegiate High School for the past year. Over that period, the chair of the DCCCD Board of Trustees and Richland College's President, Vice Presidents, and other officials have met with leaders of the Richardson, Dallas, and Garland ISD's; the directors of chambers of commerce in the region; members of the Texas State Legislature representing the area; the leadership of local employers such as Texas Instruments and TXU; and community groups representing the diverse constituencies living in north Texas. Representatives from the parents of groups such as home schoolers and current dual-credit students, as well as parents involved in organizations of Chinese, Vietnamese, Korean, Hispanic, and African-American students have met with the Vice President and members of the college's dual-credit program staff. The Richardson Chamber of Commerce Board of Directors gave Dr. Mittelstet a standing ovation after he presented the concept of the Collegiate High School at a meeting. The attendance of 84 community members from these various constituencies at the public hearing indicates the depth of community support for the Collegiate High School.

**c) Published notice of the public hearing:**

A copy of the published notice of the public hearing held on January 20, 2005, is provided in *Attachment G*. The notice was published in the *Dallas Morning News* on January 16, 2005, on page 5B in the “Metro” section.

**d) Synopsis of the public hearing:**

A synopsis of the public hearing held on January 20, 2005, to discuss the planned charter school identifying the presenters, a summary of their comments, and a list of questions from participants with responses given by the presenters is provided in *Attachment H*.

## GEOGRAPHIC BOUNDARY

**a) School districts from which the charter school will accept students:**

The Richland Collegiate High School will accept students from the following school districts located in Collin, Dallas, Denton, Ennis, Kaufman, Rockwall, and Tarrant Counties:

- Allen Independent School District
- Anna Independent School District
- Argyle Independent School District
- Arlington Independent School District
- Aubrey Independent School District
- Avalon Independent School District
- Azle Independent School District
- Birdville Independent School District
- Blue Ridge Independent School District
- Carroll Independent School District
- Carrollton-Farmers Branch Independent School District
- Castleberry Independent School District
- Cedar Hill Independent School District
- Celina Independent School District
- Community Independent School District
- Coppell Independent School District
- Crandall Independent School District
- Crowley Independent School District
- Dallas Independent School District
- Denton Independent School District
- Desoto Independent School District
- Duncanville Independent School District
- Eagle Mountain-Saginaw Independent School District
- Ennis Independent School District
- Everman Independent School District
- Farmersville Independent School District
- Ferris Independent School District
- Fort Worth Independent School District
- Forney Independent School District
- Frisco Independent School District
- Garland Independent School District
- Grand Prairie Independent School District
- Grapevine-Colleyville Independent School District
- Highland Park Independent School District
- Hurst-Euless-Bedford Independent School District
- Irving Independent School District
- Italy Independent School District
- Kaufman Independent School District

- Keller Independent School District
- Kennedale Independent School District
- Kemp Independent School District
- Krum Independent School District
- Lake Dallas Independent School District
- Lake Worth Independent School District
- Lancaster Independent School District
- Lewisville Independent School District
- Little Elm Independent School District
- Lovejoy Independent School District
- Mabank Independent School District
- Mansfield Independent School District
- • Masonic Home Independent School District
- Maypearl Independent School District
- McKinney Independent School District
- Melissa Independent School District
- Mesquite Independent School District
- Midlothian Independent School District
- Milford Independent School District
- Northwest Independent School District
- Palmer Independent School District
- Pilot Point Independent School District
- Plano Independent School District
- Ponder Independent School District
- Princeton Independent School District
- Prosper Independent School District
- Red Oak Independent School District
- Richardson Independent School District
- Rockwall Independent School District
- Royse City Independent School District
- Sanger Independent School District
- Scurry-Rosser Independent School District
- Sunnyvale Independent School District
- Terrell Independent School District
- Waxahachie Independent School District
- White Settlement Independent School District
- Wilmer-Hutchins Independent School District
- Wylie Independent School District

**b) Certified mail receipt cards:**

The certified mail receipt cards showing the dates that Statement of Impact forms were received and signed for by staff of the school districts and charter schools located within the Richland Collegiate High School's geographic boundary are provided in *Attachment I*. In cases where the certified mail receipt cards have not been returned, *Attachment I* contains certified mail receipts showing each addressee, fees paid, and the date mailed.

## **ADMISSIONS POLICY**

**a) Period during which applications will be accepted:**

Applications from prospective students to attend the Collegiate High School will be accepted from December 1 of the preceding year through 5:00 PM on March 15 of the year in which the student wishes to attend. If March 15 falls on a Saturday or Sunday, the deadline will be extended to 5:00 PM on the following work day. Applications will be accepted from students who intend to enter the 11<sup>th</sup> grade the following school year. Students who are admitted to the High School must confirm their eligibility to enter the 11<sup>th</sup> grade by August 1 of the year in which they intend to enroll in the High School. While students will not normally be admitted to attend the High School for only the 12<sup>th</sup> grade, the Superintendent may admit students to the 12<sup>th</sup> grade who can demonstrate special circumstances, provided an opening exists in the incoming 12<sup>th</sup> grade class.

**b) Approximate date on which the lottery will be conducted and lottery procedures:**

The lottery for admission to the Collegiate High School, if necessary due to receiving more applications than available admission slots by the closing date, will be held on or about March 30 each year. The lottery will occur in a public place on the Richland College campus where spectators can be accommodated and can view the procedures. The name and address of every eligible applicant will be entered on individual paper cards of uniform size and color, then all will be placed into a closed container. The container will be rotated to shuffle the cards that will then be drawn by a staff member of Richland College not directly affiliated with the Collegiate High School. As the cards are drawn from the container, the name of the person on the card will be announced and the cards will be placed in the order drawn on a board for public display. All cards will be drawn in this manner until the container is empty. The class will initially consist of 200 students admitted into the 11<sup>th</sup> grade.

**c) Process for the waiting list:**

The Collegiate High School will maintain a waiting list of those applicants whose names were drawn after the incoming class was filled. The order of names on the list will be the order in which names were originally drawn from the container.

After the lottery drawing, all students who were selected for admission will be notified and asked to confirm their intention to attend the Collegiate High School by a cut-off date of approximately April 20. Those students who confirm their intent to attend will then be admitted and begin the enrollment process. After the cut-off date, the High School Principal will determine whether additional openings remain in the incoming 11<sup>th</sup> grade class. If openings do remain, High School staff members will contact the names on the waiting list in order and offer admission to those persons. They will have one week to respond. This process will be repeated until the incoming class has reached maximum capacity.

**d) Period during which returning students must notify school of intent to return:**

Students who are successfully completing the 11<sup>th</sup> grade at the Collegiate High School and wish to return for the next year must notify the Principal of this intent by the last day of the school year near the end of May. Students who are eligible to return, but do not notify the Principal of their intent by this date, may return if a spot remains in the class at the time they do notify the Principal of their wish to return. However, this spot is not guaranteed after the last day of school in the Spring.

Students and their parents will be notified of the need to confirm their intent to return by mail and e-mail beginning in February of the school year. They will be encouraged to make their intent known to the Principal soon to assure they have a spot in the next year's senior class.

**e) Exemption from the lottery for siblings of returning students and/or the children of the school's founders:**

The siblings of returning students who wish to enter the Collegiate High School will be exempt from the lottery and will automatically be admitted to the incoming 11<sup>th</sup> grade class as long as the total number of

**Response:**

Replace section 9A on page 58 with the following:

**Period during which applications will be accepted:**

Applications from prospective students to attend the Collegiate High School will be accepted from December 1 of the preceding year through 5:00 PM on March 31 of the year in which the student wishes to attend. If March 31 falls on a Saturday or Sunday, the deadline will be extended to 5:00 PM on the following work day. Applications will be accepted from students who intend to enter the 11<sup>th</sup> grade the following school year. Students who are admitted to the High School must confirm their eligibility to enter the 11<sup>th</sup> grade by August 1 of the year in which they intend to enroll in the High School.

students allowed to enter in this manner is only a small percentage of the total enrollment. The children of the founders of the Collegiate High School will not be exempt from entering the lottery.

**f) Acceptance of applications submitted outside the designated application period:**

~~Applications from prospective High School students will be accepted outside the period of December 1 – March 15. Applications from students who will enter the 11<sup>th</sup> grade the following school year that are received before December 1 will be held and included in the pool of prospective students for the following year. Applications from students who will enter the 11<sup>th</sup> grade the following school year that are received after the announced application cut-off date will be held until the lottery has been conducted and the waiting list established. The names of these applicants will then be added at the end of the waiting list in the chronological order in which those late applications were received.~~

**g) Non-discrimination in admission:**

The DCCCD has a firm policy of non-discrimination in all actions and activities, including admission to all colleges and all college programs. This policy applies to admission to the Collegiate High School. The High School and its staff members will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, sexual orientation, academic ability, athletic ability, artistic ability, or the district the student would otherwise attend. The High School Principal will submit all admission forms, brochures, and other admissions or enrollment documents for approval by TEA staff members during the contingency process.

**h) Exclusion of students with documented histories of designated misconduct:**

The Collegiate High School will exclude potential students who have a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. A student who is denied application due to this exclusion may appeal the denial to the Superintendent, who has the discretion to allow the student to submit an application for admission depending on the specific circumstances of the documented history. A student denied application by the Superintendent may appeal this decision to the DCCCD Board of Trustees, whose decision is final.

**i) Information an applicant must provide for consideration for admission:**

An applicant for admission must provide his or her full name, the name(s) of parent(s) or guardian(s), current residence address, and contact information such as telephone number(s) and e-mail address(es). The applicant will be asked to affirm that he or she has not been found guilty of a criminal offense, has not been adjudicated in a juvenile court, nor suspended with discipline problems as stated in Subchapter A, Chapter 37. This information will be reviewed by a High School staff member to assure the applicant does reside in a school district from which the High School will accept students and is not ineligible due to disciplinary issues. Applications from eligible applicants will then be accepted and held until the March 15 cut-off date before further action is taken.

**j) Procedures to report transfer students pursuant to Civil Action 5281:**

All reporting requirements will be met pursuant to Civil Action 5281 for charter schools and school districts. Where student transfers between school districts involve considerations of ethnicity, race, color, or national origin of students, only hardship situations will be considered. In such situations, the High School Principal will not approve transfers where the effect of such transfers will change the majority or minority percentage of the school population, based on ADA, by more than 1% in the affected district. The High School will comply with refusals for transfer transmitted by TEA if oversights occur. The student(s) of the district in question will be sent back to that district as ordered.



**APPROVED DURING CONTINGENCY PROCESS****Admissions Policy****Issue Identified:**

"I don't understand the first paragraph (in red). Why are you going to accept applications that are filed before Dec. 1? Typically, a school sets an application period and adds late applicants to the waiting list (if there is one) or offers them admission if there is no waiting list and there are vacancies. I think you can just use the process described in the second paragraph, but if there is some reason you need to do something different, please explain."

**Response:**

Replace section 9~~A~~ on page 59 with the following:

**Acceptance of applications submitted outside the designated application period:**

An application received after the application deadline will be added to the waiting list after the names of applicants who were not admitted through the lottery or will be offered admission if there is no waiting list and a vacancy exists.

## **SPECIAL NEEDS STUDENTS AND PROGRAMS**

**a) Projected percentage of students who will require special education and related services:**

Based upon more than 20 years of experience in serving students with disabilities through the Richland College Disabilities Services Office (DSO) and analysis of local school districts, the Collegiate High School is projected to enroll about 10% of its students as students requiring special education and related services. This would mean serving about 20 students in the 2006-2007 school year and 40 students each year after that.

**b) How charter school staff members will seek out, identify, locate, and evaluate enrolled children with disabilities and those with disabilities who contact the school:**

Through the activities of the DSO at Richland College, parents and disabled students are often quite aware of the opportunities Richland College offers students with disabilities. In the 20+ years the DSO has served Richland students and the community, staff members have become quite adept at seeking out, identifying, locating, and evaluating students with disabilities. A staff member from the DSO will be involved in the assessment of every incoming High School student through an interview to identify those students who will need services and to determine the most appropriate services. The DSO staff member will inform the student and parent(s)/guardian(s) of the office's services and conduct appropriate tests to determine the student's need for services.

To identify others with disabilities who contact the school, the High School staff members will be trained by DSO staff members to identify individuals with possible disabilities through observation and conversation. The High School staff members will have information regarding the services the DSO offers for persons with disabilities and will refer anyone with whom they come in contact who may have a disability or need special education services.

**c) How charter holder staff members will access qualified and/or licensed personnel to conduct special education assessments and participate as members of the multidisciplinary assessment team:**

The DSO has served Richland students with disabilities for more than 20 years. The office serves 500-700 students with disabilities each semester. To handle this load, the office has seven professionals on staff – the director, four special populations advisors, a coordinator of interpreter services, and a department assistant – with an accumulated experience of working with disabled students exceeding 90 years. Four of the professionals have degrees in Rehabilitation Counseling and two are Licensed Professional Counselors. The DSO provides the following services for students and will provide the same services for all High School students who need them:

- Sign language interpreting
- Computer-aided real-time (CART) translation
- Note-taking
- Tutoring
- Reader/scribe services
- Assistive technology
- Loans of specialized equipment
- Large print materials
- Academic and career advisement services
- Special testing arrangements
- Priority registration
- Information and referrals services.

The DSO also supports the Total Reintegration (TRI) Program for students who have experienced a traumatic brain injury. Through this program, individuals who have closed head injuries and related brain damages receive therapy and support to reacquire the skills they need to function more fully with the goal of eventually entering higher education. TRI involves students with brain injuries in a campus-based remedial program that brings them back into the mainstream of community life. The college plays a major role in promoting social re-integration while the students with brain injuries are involved in remedial education, physical fitness and life skills classes.

The Office also has developed partnerships with qualified and/or licensed professionals to assist with students who need additional services beyond those the DSO staff members can provide. These specialists are contracted to provide services and are available for referrals.

**d) How charter school staff members will have the capacity to provide special education and related services by appropriately certified and/or licensed personnel:**

As indicated above, the DSO staff members have the skills needed to provide many of these services and the connections to qualified and/or licensed professionals to provide other services for High School students as the need for those services is identified. The High School will join the ESC Region 10 Cooperative to also participate in the services available through that organization to provide special education and related services by certified and/or licensed personnel not available at Richland College.

**e) How charter school staff members will ensure a full continuum of placement options to meet the needs of students with disabilities:**

Richland College and the DCCCD offer a full continuum of educational placement opportunities to meet the needs of students with disabilities. In addition to regular classes, the college offers individualized instruction with specialized tutoring, computer-based instruction, and technology-assisted classes for all students. Students with disabilities are placed in these classes as appropriate and provided the support services described above to help them succeed in these settings.

For students whose disabilities preclude them from attending classes at a college, the DCCCD offers an extensive distance education program. Telecourses are available over local cable television channels and through videotapes that are exchanged between the student and the college library. Telecourses are supplemented by faculty members at the college who direct listserv's and e-mail groups for students to facilitate interaction and learning. The district's on-line eConnect system allows students to interact with instructors and to review syllabi, reading assignments, and their academic progress. This system even allows students to review and critique other students' work when this is a part of the class and desired by the faculty member.

**f) How charter school staff members will continue to provide a free and appropriate public education for expelled students eligible for special education services:**

Expelled High School students who are eligible for special education services will continue to receive the free and appropriate public education to which they are entitled through the off-campus learning opportunities described above. As appropriate, the DSO and the High School will provide support services at the student's home or another appropriate setting to supplement the courses available to the student. Through the membership in the ESC Region 10 Cooperative, the High School will also be able to provide other necessary services not available at Richland College.

**g) Process to determine initial placement of transfer students eligible for special education services:**

After students are admitted to the High School, each student and his or her parent(s)/guardian(s) will be required to participate in a series of interviews and assessments with High School and college staff members. In this enrollment process, a DSO staff member will participate in interviews to inform the student and parent/guardian of the services the High School and college offer students with special needs and to encourage students to inform the DSO of their needs.

*Approved during contingency process*

**Issue Identified:**

“What services can be provided by the ‘ESC Region 10 Cooperative’ that cannot be provided by the college (P. 61)?”

**Response:**

Replace Sections 10D and 10F on page 61 with the following:

**d) How charter school staff members will have the capacity to provide special education and related services by appropriately certified and/or licensed personnel:**

Once a student's eligibility for special education services is established and parental consent is obtained, the Special Education Director will facilitate organizing the appropriate individuals to participate in the student's ARD committee, based on the student's eligibility for special education services. The ARD committee will meet and develop the student's Individualized Education Plan (IEP) in accordance with the requirements of state and federal law.

Accordingly, each student's IEP will mandate the necessary education and related service professionals required to provide FAPE for that student. Once these professionals are identified, the Special Education Director will plan for the appropriate personnel to serve that student and contract for outside professional services as required by the student's IEP, if there is no current qualified employee of Richland College. The Collegiate High School plans to recruit and employ appropriately certified special education teachers to support the needs of its students. Other related services may be provided by appropriate professionals who may be current employees of Richland College, or who may be outside independent contractors.

One important resource for identifying professionals who offer services in areas for which the DSO may not already have a relationship developed is through the Region X Educational Service Center Cooperative. The High School will join the ESC Region 10 Cooperative to utilize the resources and services available through that organization to identify and develop relationships with certified and/or licensed professionals to provide special education and related services not available at Richland College.

As indicated above, the DSO staff members have the skills needed to provide many of these services and the connections to qualified and/or licensed professionals to provide other services for High School students as the need for those services is identified.

**f) How charter school staff members will continue to provide a free and appropriate public education for expelled students eligible for special education services:**

Students expelled from the High School who are eligible for special education services will continue to receive services sufficient to allow the students to participate in the general curriculum and to progress in their individualized education plans. In response to the recommendations made by the expelled student's ARD committee, the High School will provide services at the student's home or another appropriate setting as necessary to insure that the student continues to receive the services required in accordance with federal and state law.

The Collegiate High School expects to be able to provide necessary services to expelled students by taking advantage of the resources made available to members of the ESC Region 10

Cooperative or, if necessary, entering into a shared services agreement to provide needed special education services not available through the DSO.

Those students who qualify for special education services will work through the DSO to identify the most appropriate placement as they enter the High School. Every student will take the academic assessments through ACCUPLACER, but special education students will also take other assessments identified by the DSO staff members to determine their initial placement.

**h) How the school will provide individually determined extended school year services for students whose ARD committee determines a need:**

Students who are determined to need extended school year services by their ARD committee will be placed in the appropriate services after consultation with DSO and High School staff members and other professionals as appropriate. The DCCCD offers all forms of instruction throughout the calendar year, so a student who needs these extended services can receive them in whatever format is most appropriate, whether these are additional classes, individualized experiences on the campus, or distance learning and supplemental services at home or at another off-campus site.

**i) How the school will meet the needs of students with dyslexia:**

The DSO provides extensive services for students with dyslexia including note-taking, access to assistive technology, tutoring, and specialized testing arrangements. Any High School student diagnosed with dyslexia will have full access to these services through the DSO.

**j) How the school will meet the needs of children who qualify for Section 504:**

Richland College and the DCCCD currently meet the needs of all student who qualify for Section 504. At Richland College, these services are provided through the DSO as outlined above. The campus is fully accessible to the mobility impaired and is frequently inspected to assure Section 504 regulations continue to be met in all respects. High School students who qualify for services under Section 504 of the Rehabilitation Act of 1973 will receive all services as required.

## **BUSINESS PLAN**

**a) Sources of funding used by the sponsoring entity to start up operations:**

The funding used by the DCCCD for starting up the Collegiate High School will come from the fund balance maintained by Richland College. The college will advance the funds needed to start the High School from this fund balance. These funds have already been set aside by the college's leadership to cover the anticipated needs until state funding for the High School covers all expenses.

**b) Current assets of the sponsoring entity:**

The most recent audit report of the DCCCD contained in Attachment J includes a detailed listing of the district's current, non-current and restricted, and capital assets as of August 31, 2004. As of that date, the district's current assets - including cash and cash equivalents; short-term investments; accounts, tuition, notes, and taxes receivable; and inventories - totaled \$65,648,938. Non-current and restricted assets - including restricted cash and cash equivalents, long-term investments, deferred charges, and deposits with the Bond Trustee - totaled \$164,925,561. Capital assets, including the land and facilities of the seven colleges and other facilities owned by the district and net of accumulated depreciation, totaled \$297,109,370. As of August 31, 2004, the total assets of the DCCCD were \$527,683,869. After accounting for liabilities, net assets totaled \$346,106,326.

**c) Current liabilities of the sponsoring entity:**

The most recent audit report of the DCCCD contained in Attachment J includes a detailed listing of the district's current and non-current and restricted liabilities as of August 31, 2004. Current liabilities such as accounts payable, accrued liabilities and employee benefits, deferred revenues, and current notes and bonds payable totaled \$87,077,068. Non-current and restricted liabilities, including total notes and bonds payable totaled \$94,500,475. Total liabilities on August 31, 2004, were \$181,577,543.

**d) Liens, litigation history, and/or any sanctions from any local, state and/or federal regulatory agency against the sponsoring entity:**

The Dallas County Community College District has not been involved in any litigation as the term is defined on page 34 of the "Open Enrollment Charter Guidelines and Application."

**e) Names of any open-enrollment charters already held by the sponsoring entity:**

The Dallas County Community College District does not hold any open-enrollment charters.

**f) Most recent audit report of sponsoring entity:**

A copy of the most recent audit report for the Dallas County Community College District is provided in *Attachment J*.

**g) Credit report for sponsoring entity:**

As a public community college, the Dallas County Community College District does not receive credit reports. However, the district does receive public finance ratings from ratings services such as Standard & Poor's and Fitch Ratings to offer bonds. A letter from Standard & Poor's dated August 5, 2004, stating a "AAA" bond rating for General Obligation Bonds issued by the district on August 15, 2004, and a letter from Fitch Ratings dated July 29, 2004, stating "AAA" ratings for these General Obligation Bonds and for Maintenance Tax Notes are provided in *Attachment K*.

**h) Most recently filed IRS Form 990:**

The Dallas County Community College District is a public community college of the State of Texas. As such, it does not submit Form 990 to the Internal Revenue Service. This is stated in *Attachment L*.

**i) Relationship of non-charter programs operated by the sponsoring entity to the charter school:**

As indicated in earlier sections, the DCCCD offers a wide variety of programs outside the proposed Collegiate High School. The High School is an extension of these programs by offering access to higher education for more students, but it builds upon the many years of success the DCCCD has experienced in offering higher education opportunities to the citizens of north Texas.

Many sections of this application demonstrate the relationship between other DCCCD programs and the proposed Collegiate High School. However, these relationships are designed to strengthen educational opportunities throughout the DCCCD, not to detract from any program at the expense of another. With the district's sophisticated accounting system and 30+ years of experience in operating separate, mutually beneficial programs, the relationship between the High School and other programs at Richland College and across the DCCCD will strengthen all of those programs while using resources wisely and appropriately.

**j) Plans to begin operating non-charter programs within the next two years and their relationship to the charter school:**

The DCCCD is continuously implementing new programs and refining current programs to respond to the community's educational needs. During the next two years, several new technical education programs will start in the district, including at Richland College. High School students who wish to enroll in these new programs will do so as appropriate to fit into their high school graduation and higher education plans.

The DCCCD passed a bond issue in May 2004 that includes the construction of five community education centers at locations across Dallas County. While these centers may not open for more than two years, they will extend educational services to more areas of the country. However, the Collegiate High School will remain located on the Richland College campus.

**k) Physical location of non-charter programs starting within the next two years and plans to maintain separate records:**

As indicated above, these new technical programs will be located at Richland College and other DCCCD colleges. The new community education centers will be located in various sites across Dallas County including Garland, west Dallas, Irving, Coppell, and the Balch Springs area.

The DCCCD uses an accounting system based upon the principles of fund accounting. In this system, every operation and program at every college is a separate cost center with a unique division number. The Collegiate High School will be a totally separate division in which all costs will be accounted. Since High School staff members will be DCCCD employees, their records will be maintained through the district's human resources accounting system. However, this system classifies employees through their division fund numbers, so all costs related to an employee are traced back to that person's particular fund number.

The district is audited annually by an external firm that fully reviews the system to assure that separate records are maintained for all cost centers. The district's Internal Audit Department also conducts periodic audits of special programs and operations such as the Collegiate High School. Reports from both Internal Auditing and the external auditors are presented to the DCCCD Board of Trustees.

**l) Projected amounts of start-up funding:**

Based upon the budget and the cycle of state funding for average daily attendance, the Collegiate High School is estimated to need about \$600,000 in start-up funds for the period from November 1, 2005 – August 31, 2006. The start-up budget in *Attachment N* provides exact details of these costs, but in general, they will be expended for staff members who will be employed 8-10 months before the High School opens, to purchase textbooks and laptop computers for the 200 students before school starts in August 2006, and the costs of equipping the High School offices.

An award of \$100,000 through the Start-Up Grant process is anticipated. The other \$500,000 will be provided by Richland College through its current fund balance to sustain the High School until state funding for the High School is received.



**m) Verifying all sources of funding:**

A letter from Mr. Ron Clark, Dean of Financial Services at Richland College, to Dr. Stephen Mittelstet, President of Richland College and proposed Superintendent of the Collegiate High School, with a copy to Mr. Bob Brown, DCCCD Vice Chancellor for Business Affairs, verifying that \$500,000 has been set aside in the Richland College fund balance to support start-up costs for the Collegiate High School is provided in *Attachment M*.

**n) Adoption of the annual budget:**

The DCCCD Board of Trustees adopts the comprehensive budget for the DCCCD and all colleges at its September Board meeting each year. The Collegiate High School's annual budget will be presented as part of this budget for adoption by the Board of Trustees.

The budget preparation process begins in January and February of the current year when the Financial Services Office distributes budget information regarding payroll and other budgeted items to every budget manager for review and revision. This process allows each budget manager to correct any errors in the current budget and allows the Financial Services Office to create a comprehensive staffing chart. During the spring, each division then develops its budget for the coming year, identifying increases necessary to implement plans for the coming year. These budget requests are reviewed by the appropriate vice president, or, in the case of the Collegiate High School, the Superintendent. A college-wide Budget & Planning Council meets to review the budgets forwarded by each Vice President and the Superintendent, making decisions to assure each division's budget meets the anticipated revenues.

These budgets are then compiled by Financial Services into a college budget that is presented to the Board of Trustees in June by the College President. The Superintendent will present the Collegiate High School's budget at this point. The District Service Center then compiles each college budget and the High School budget into a single district budget that is the document the Board approves in early September.

**o) Start-up budget:**

The start-up budget for the Richland Collegiate High School for November 1, 2005-August 31, 2006, is attached in *Attachment N*.

**p) Budget for the first year:**

The budget for the first two years of operations of the Richland Collegiate High School for September 1, 2006 – August 31, 2007, and September 1, 2007 – August 31, 2008, are provided in *Attachment O*. Budgets for the first two years are provided because the enrollment at the High School will increase from 200 students in the first year to 400 students in the second year, greatly increasing the budget.

**q) Anticipated growth in personnel, facility, and equipment expenditures:**

The Collegiate High School will admit up to 200 students in the 11<sup>th</sup> grade for the 2006-2007 school year. While the Superintendent may admit a few students to the 12<sup>th</sup> grade under special circumstances that year, the total enrollment will be about 200. In the second year of classes (2007-2008), the High School will enroll 200 more students in the 11<sup>th</sup> grade and move 200 students to the 12<sup>th</sup> grade for a total enrollment of 400. This will be the maximum enrollment for the High School.

Since the High School will rely upon the personnel already in place at Richland College to a great extent, no increase is anticipated in staffing for the second year. Of course, the Superintendent and Principal will be responsible for observing the quality of services these staff members are able to provide and, if additional staffing is needed, to identify the positions needed and to fill them.

The High School will not need additional facilities as the students will be absorbed into the current facilities of Richland College. A new Science Building will be built at Richland College within the next five years, which will expand facilities for all students including those in the High School.

As the High School enrollment grows from 200 to 400, the costs for textbooks will double while 200 additional laptop computers will be purchased each year. By the third year of operations, textbooks for a number of classes can be recirculated among students, reducing overall textbook costs. While some laptop

Revised during contingency process.  
See insert.

## *Approved during contingency process*

### **Issue Identified:**

“Strike the language on P. 65 that indicates a few 12<sup>th</sup> grade students may be admitted in Year 1.”

### **Response:**

Replace section 11A on page 65 with the following:

#### **Anticipated growth in personnel, facility, and equipment expenditures:**

The Collegiate High School will admit up to 200 students in the 11<sup>th</sup> grade for the 2006-2007 school year. In the second year of classes (2007-2008), the High School will enroll 200 more students in the 11<sup>th</sup> grade and move 200 students to the 12<sup>th</sup> grade for a total enrollment of 400. This will be the maximum enrollment for the High School.

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The High School will not need additional facilities as the students will be absorbed into the current facilities of Richland College. A new Science Building will be built at Richland College within the next five years, which will expand facilities for all students including those in the High School.

As the High School enrollment grows from 200 to 400, the costs for textbooks will double while 200 additional laptop computers will be purchased each year. By the third year of operations, textbooks for a number of classes can be recirculated among students, reducing overall textbook costs. While some laptop computers may also be in condition to be recirculated, this will be more problematic due to the rapid pace of technology. As feasible, laptop computers will be distributed again to new students, but not if the older laptops cannot handle the software students need for their classes. Outmoded laptop computers will be disposed appropriately according to DCCCD policies for handling excess property.

When the new Science Building is equipped, the High School will purchase some equipment for those classes in which High School students will enroll, though this will be in concert with Richland College. At this point, the High School may also need to hire some additional faculty members to teach solely High School courses, though, again, this is speculative at this point.

computers may also be in condition to be recirculated, this will be more problematic due to the rapid pace of technology. As feasible, laptop computers will be distributed again to new students, but not if the older laptops cannot handle the software students need for their classes. Outmoded laptop computers will be disposed appropriately according to DCCCD policies for handling excess property.

When the new Science Building is equipped, the High School will purchase some equipment for those classes in which High School students will enroll, though this will be in concert with Richland College. At this point, the High School may also need to hire some additional faculty members to teach solely High School courses, though, again, this is speculative at this point.

**r) Annual audit of financial and programmatic operations:**

The DCCCD is audited annually by Deloitte & Touche in a process that reviews all aspects of the organization. The Collegiate High School's financial activities will be included in this audit with a specific audit based upon TEA regulations and accepted auditing standards. The annual audit is presented to the DCCCD Board of Trustees, who will also review the High School audit.

Richland College has an institution-wide program review cycle that includes all college operations, including the High School. The High School Principal will lead the staff members in planning activities to set goals and objectives for the coming year and determine Key Performance Indicators (KPIs). The High school staff then review performance toward achieving these goals and objectives through monthly review of the KPIs to identify any emerging areas of opportunity. When those areas are identified, the staff member closest to that process takes the lead in analyzing the process and developing strategies to improve performance.

At the end of the fiscal year, the college's leadership team reviews the performance reports for every college function to prepare an annual college report. This report encapsulates the previous year and identifies strategies that will be taken in the coming year to address shortfalls. This report is also published on the college's website for public observation. This transparency allows everyone in the college to participate in review and improvement of college programs.

**s) Organizations/individuals that will provide financial, accounting, payroll, and/or tax accounting services:**

The Richland College Financial Services Office will provide financial accounting and payroll services for the Collegiate High School. The High School has negotiated an agreement with the Financial Services Office (*Attachment P*) to provide these services, including assigning a staff member to be the PEIMS Coordinator and to maintain contact with the fiscal division of TEA.

**t) Qualifications of organizations/individuals and current or former charter school clients:**

The Richland College Financial Accounting Services Office provides financial accounting and payroll services for all functions at Richland College, including projects funded through external sources such as grants and contracts. The Office is directed by Ron Clark, who has more than 35 years of fiscal experience with the DCCCD, and staffed by many experienced accounting and financial professionals. Several have extensive experience with projects funded outside the regular college funding sources, employees who have handled fiscal activities for a number of multi-million dollar grants simultaneously, responding to the varying information needs of federal, state, and local government agencies without any audit exceptions. This office has not had any charter school as a client.

**u) Negotiated service agreement with organizations/individuals providing financial, accounting, payroll, and/or tax accounting services:**

The service agreement with the Richland College Financial Services Office to provide financial, accounting, and payroll services for the Richland Collegiate High School is attached in *Attachment P*.

**v) Individuals on the governing body of the sponsoring entity and the charter school who will provide any services to the charter school:**

No member of the governing body of the Dallas County Community College District, which will also be the governing body of the Richland Collegiate High School, will provide services to the Richland Collegiate High School.

**w) Whether the charter holder will adopt the provisions of the TEC Chapter 44, Subchapter B as the process for awarding a contract for construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property:**

The DCCCD has adopted the provisions of TEC Chapter 44, Subchapter B as the process for awarding contracts for construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property.

**x) Capabilities of the financial accounting software the charter school will use:**

The DCCCD uses the Colleague management information system produced by Datatel for all financial, student, human resources, and financial aid functions. Datatel Colleague is an advanced enterprise resource planning solution designed specifically for higher education. Colleague integrates the information for all systems to provide comprehensive information for users. Based on an innovative single-source technology approach, coupled with a date-driven rules-based architecture, Colleague has unparalleled flexibility. Colleague works with virtually any database platform, operating system, integrated portal, and course management software solution, enabling the user to choose the most cost-effective and dynamic configuration for a particular institution. The architecture of Colleague preserves and maximizes investment by allowing for independent and flexible upgrades without affecting integral system components. The user quickly receives and implements clear, concise system updates to address ongoing changes, such as regulatory mandates.

This system has been in use at the DCCCD for more than five years with ongoing support from Datatel working with the district's Service Center to continuously improve the system. The Colleague fund accounting system is tailored to the financial expectations of the Texas state government so the specific information TEA will need for the Collegiate High School will be programmed into the system to provide immediate information in a format needed by TEA while providing the information needed by users at Richland College and elsewhere in the DCCCD.

**y) Student attendance accounting software to be used and its ability to produce required reports and track student-related data as required in PEIMS:**

The Collegiate High School will join the ESC Region 10 Cooperative that provides access to the "Win School" Student Information System offered by Chancery Student Management Solutions ([www.chancery.com](http://www.chancery.com)), a site-based SIS that supports attendance accounting and produces the student-related data and reports required to provide data for the PEIMS system. The Win School SIS allows High School staff members to collect and track student demographics, conduct records, class and school attendance, and student schedules, plus using a simple query system to respond to specific informational needs. The SIS is compatible with scanner systems to track attendance through student identification cards.

Working with Region 10, Chancery, and Datatel staff members, DCCCD Information Technology Center support staff members will develop the interfaces and linkages necessary to develop a comprehensive data management system to provide the data TEA and the DCCCD need to manage operations cohesively. This system will allow reports to be generated to TEA, the Coordinating Board, and other government agencies without duplicated effort.

**z) Physical address and description of facility to be used for charter school:**

The Richland Collegiate High School will be located on the campus of Richland College located at 12800 Abrams Road, Dallas, TX, 75243-2199.

**aa) How facility is currently used or was used:**

The facility has housed Richland College since the college opened in 1972. Before the construction of the college's buildings, the site was a family farm for more than 100 years.

**bb) Why site will be a suitable facility for the charter school:**

The Collegiate High School will be located on the Richland College campus, an extremely suitable facility for any education institution. The site covers 243 acres with more than 20 buildings housing classrooms, laboratories, offices, student services functions, athletic facilities, a library, a bookstore, and a food service. The High School's offices are located in the Student Center in the middle of campus, near the food service and bookstore. All buildings are less than 35 years old and are routinely painted, carpeted, and repaired. Maintaining a clean, safe, attractive, welcoming facility is a basic tenet of the college – a value employees impart to students every day – as they will to Collegiate High School students.

**cc) Accessibility to school facilities for disabled persons:**

Every building on the Richland College campus is fully accessible for disabled persons. The college adheres to all applicable federal, state, and local regulations regarding access to facilities for disabled persons, including Section 504 of the Rehabilitation Act of 1973.

**dd) Necessity to renovate and/or repair facilities to ensure compliance with applicable building and/or occupancy codes:**

No renovations or repairs are needed for any of the facilities for the Richland Collegiate High School at Richland College to ensure compliance with any City of Dallas building or occupancy codes. The Richland College facilities are routinely inspected by City of Dallas officials. All facilities meet applicable building and occupancy codes.

**ee) Steps towards acquisition of a facility and/or land:**

All land and facilities needed for the Richland Collegiate High School are already in place. No other acquisitions are planned.

**ff) Copy of the negotiated lease agreement, deed to property, or purchase agreement:**

A letter of agreement from the President of Richland College to host the Richland Collegiate High School is provided in *Attachment Q*.

**gg) Individuals who negotiated lease or purchase of facility on behalf of the lessor or seller and the sponsoring entity:**

Because the Richland Collegiate High School will be located on the campus of Richland College and use college facilities already under the control of the Dallas County Community College Board of Trustees, the sponsoring entity for the Richland Collegiate High School, no lease or purchase of land or facilities is needed to create the school. Therefore, no individuals have been engaged in such activities.

**hh) All other organizations or individuals that will be using the facility in addition to the proposed charter school:**

The Richland Collegiate High School will share the use of Richland College's facilities with other students and employees of Richland College and community members taking part in activities sponsored by Richland College on its campus. The High School's office area is designed to host students, but public areas of the college are open to all students.

No organization outside Richland College is permitted to use the facilities without permission of the President of the college. The college has a process in place to allow external groups and organizations to apply for permission to use the facilities. Each application is reviewed by College Police, Facilities Services, and the President. Those that are not judged appropriate for Richland College or an educational

institution are not allowed on campus. Applications that are approved require the organization to meet applicable regulations, including insurance requirements, before the activity can be held on campus.

**ii) Transportation provisions for students served by the charter school:**

The Richland Collegiate High School will not provide transportation for students who do not qualify for transportation required by federal law for students eligible for special education and related services as required by their IEP. For students who do qualify under these federal rules as required by an IEP, the Richland Collegiate High School will contract with Dallas Area Rapid Transit (DART), the regional public transportation authority, and Dallas Public Schools, an intermediate educational agency that provides bus services for 15 independent school districts in Dallas County including the Richardson Independent School District in which the Richland Collegiate High School is physically located, to provide those transportation services. Richland College also sells monthly DART passes at a reduced cost that allow purchasers access to all DART services which all high school students may buy.

**jj) Provisions for food service, including plans for free or reduced lunch and breakfast programs:**

Richland College contracts with 12 Oaks Catering to operate food services for students on the Richland College campus. These services include a grill, sandwich bar, and coffee shop in the El Paso Student Center that offers meals from 7:00 am to 7:00 pm Monday-Friday. Richland Collegiate High School students who qualify for free or reduced lunch and breakfast programs will receive vouchers to obtain meals at this facility. High school staff members will negotiate with the management of the catering service to identify nutritious meals students may buy and to determine suitable procedures to reimburse 12 Oaks Catering for the vouchers students use.

Richland College and 12 Oaks Catering now have similar arrangements for several federally-funded programs for high school students attending classes at the college on weekends and during the summer. Therefore, 12 Oaks Catering employees are familiar with students using vouchers to pay for meals and Richland College's procedures to document suitable use of those vouchers to receive reimbursement.

## Applicant Checklist

### Proposed Eleventh Generation Charter School Name

### Sponsoring Entity Name

This list **MUST** be used by each applicant to ensure all sections of the application are included, complete, and responsive to the requirements. Sections deemed non-responsive will be marked incomplete. Any attachment without the correct document(s) will be considered incomplete. If attachments do not follow Section 11, this application will be considered incomplete.

- ☒ Coversheet
- ☒ Table of Contents
- ☒ Applicant Checklist (this checklist)

### Application Sections (All questions in each section must be answered completely.)

- ☒ 1 Statement of Need
- ☒ 2 Vision of the School
- ☒ 3 Educational Plan
- ☒ 4 Student Goals
- ☒ 5 Human Resources Information
- ☒ 6 Governance
- ☒ 7 Community Support
- ☒ 8 Geographic Boundary
- ☒ 9 Admissions Policy
- ☒ 10 Special Needs Students and Programs
- ☒ 11 Business Plan
- ☒ 12 Attachments (Mark to indicate that attachments are in order as indicated below.)

(See specific requirements for each attachment in the application.)

- ☒ A Notarized Biographical Affidavits *pg 92 missing answers*
- ☒ B Organizational Chart
- ☒ C 501(c)(3) Determination Letter from IRS *- governmental entity - sec legal - explanation provided*
- ☒ D Complete copy of Articles of Incorporation (not Certificate of Incorporation) filed with Texas Secretary of State and any amendments thereto or a comparable document if the sponsoring entity is a nonprofit corporation incorporated in another state, an institution of higher education, or a governmental entity.
- ☒ E Complete copy of Corporate Bylaws
- ☒ F Certificate of Incorporation (not Certificate of Amendment) from the Texas Secretary of State or a certificate or letter of status from the Texas Secretary of State. (If the sponsoring entity is an out-of-state corporation, it may submit a Certificate of Authority from the Texas Secretary of State or a document from its state of incorporation reflecting its corporate existence or status. If the sponsoring entity is an institution of higher education or a governmental entity, the entity should submit, as the attachment, a statement that the certificate of incorporation is inapplicable.)
- ☒ G Published Notice of Public Hearing
- ☒ H Synopsis of Public Hearing
- ☒ I Signed Certified Mail Receipt Cards
- ☒ J Audit Report
- ☒ K Credit Report
- ☒ L IRS Filing
- ☒ M Letters Indicating Sources of Private Funds or Lines of Credit, Business Arrangements or Partnerships
- ☒ N Start-Up Budget
- ☒ O Budget for Year One of Operation
- ☒ P Negotiated Service Agreement
- ☒ Q Negotiated Lease Agreement *statements*

Items are checked to indicate their inclusion in proper order in all copies submitted to TEA as verified by the following:

Name of Preparer (Typed)

Name of CEO of Sponsoring Entity (Typed)

Signature of Preparer

Date

23

Signature of CEO of Sponsoring Entity Date

SAS A529-05  
RFA 701-04-034

Verified Conference Attendance  
Date: 12/3/04

*DO. M*

## **ATTACHMENT A**

### **Notarized Biographical Affidavits for Board Members and Officers**

The notarized biographical affidavits for the members of the DCCCD Board of Trustees, the Superintendent, and the Assistant Superintendent follow this page. This section also includes a copy of the resolution this Board approved on January 12, 2005, to submit this application for a charter.



RESOLUTION TO MAKE APPLICATION  
TO THE  
TEXAS EDUCATION AGENCY  
TO OPERATE  
A CHARTER HIGH SCHOOL

WHEREAS, the Board of Trustees of Dallas County Community College District desires to operate a dual-credit charter high school to be known as the "Richland Collegiate High School of Mathematics, Science, Engineering, and Teacher Preparation"; and

WHEREAS, it is necessary to apply for permission to operate a charter high school to the Texas Education Agency (TEA) and receive approval from the Texas State Board of Education (TSBE); NOW THEREFORE;

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF DALLAS COUNTY COMMUNITY COLLEGE DISTRICT:

Section 1. That the Board of Trustees authorizes Richland College, on behalf of the Board, to submit an application to the TEA for the purpose of operating a charter high school on the Richland College campus and to take all necessary steps to gain approval for this application from TSBE.

Section 2. That this resolution is effective upon adoption by the Board of Trustees of Dallas Community College District and shall be signed by the Chairman of the Board of Trustees.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

By: \_\_\_\_\_  
Jerry Prater, Chairman  
Board of Trustees

ATTEST

By: \_\_\_\_\_  
Jesus Carreon, Secretary  
Board of Trustees

Adopted: January 5, 2005

## Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit

Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

**Check all that apply:**

- ☒ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☒ Member of the governing body of the charter school
- ☐ School officer \_\_\_\_\_

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity Dallas County Community College District -

Full Name of Proposed Charter School Richland Collegiate High School of Mathematics, Science, and Engineering

*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) Marion Katherine Boyle
2. Have you ever had your name changed or used another name? Yes  
If yes, give reason for the change: Kitty - nickname  
Maiden Name (if female): Murphy  
Other names used at any time: \_\_\_\_\_
3. State your current home address: 1718 Cripple Creek, Irving 75061
4. State your current home telephone number: (972) 254-3195
5. Education: Dates, Names, Locations and Degrees  
College: 1960 University of Texas, Austin, TX; , B.A.  
Graduate Studies: \_\_\_\_\_  
Others: \_\_\_\_\_
6. List membership(s) in professional societies and associations: Association of Legal Administrators  
National Notary Association
7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES       | EMPLOYER              | ADDRESS                                 | POSITION      |
|-------------|-----------------------|-----------------------------------------|---------------|
| 1994 - 2004 | Boyle & Lowry, L.L.P. | 4201 Wingren, Ste. 108 Irving, TX 75062 | Administrator |
|             |                       |                                         |               |
|             |                       |                                         |               |

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.  
None

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES          | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS                         | POSITION                         |
|----------------|-------------------------------|---------------------------------|----------------------------------|
| 1999 - Present | The Ranch Academy             | 3120 V2CR 2318 Canton, TX 75103 | Vice Chair, Board<br>of Trustees |

12. List all previous experience with any charter school management company:

| DATES | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------|--------------------|---------|----------|
| None  |                    |         |          |

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): Notary - 06/06/2000 to Present

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? No If so, please state the compensation you expect to receive. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details:

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details:

**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**  
 Texas Education Agency  
 (MUST BE TYPED and NOTARIZED)

**Check all that apply:**

- ☒ Member of the governing body of the sponsoring entity  
 It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☒ Member of the governing body of the charter school
- ☐ School officer \_\_\_\_\_  
 State Position as defined in TEC, §12.1012

**Full Name of Sponsoring Entity** Dallas County Community College District -

**Full Name of Proposed Charter School** Richland Collegiate High School of Mathematics, Science, and Engineering

*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.**

- Full Name (Initials Not Acceptable) Marion Katherine Boyle
- Have you ever had your name changed or used another name? Yes  
 If yes, give reason for the change: Kitty - nickname  
 Maiden Name (if female): Murphy  
 Other names used at any time: \_\_\_\_\_
- State your current home address: 1718 Cripple Creek, Irving 75061
- State your current home telephone number: (972) 254-3195
- Education: Dates, Names, Locations and Degrees  
 College: 1960 University of Texas, Austin, TX; , B.A.  
 Graduate Studies: \_\_\_\_\_  
 Others: \_\_\_\_\_
- List membership(s) in professional societies and associations: Association of Legal Administrators  
National Notary Association
- List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES       | EMPLOYER              | ADDRESS                                 | POSITION      |
|-------------|-----------------------|-----------------------------------------|---------------|
| 1994 - 2004 | Boyle & Lowry, L.L.P. | 4201 Wingren, Ste. 108 Irving, TX 75062 | Administrator |
|             |                       |                                         |               |
|             |                       |                                         |               |

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES          | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS                         | POSITION                         |
|----------------|-------------------------------|---------------------------------|----------------------------------|
| 1999 - Present | The Ranch Academy             | 3120 V2CR 2318 Canton, TX 75103 | Vice Chair, Board<br>of Trustees |

12. List all previous experience with any charter school management company:

| DATES | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------|--------------------|---------|----------|
| None  |                    |         |          |

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): Notary – 06/06/2000 to Present

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? No If so, please state the compensation you expect to receive. \_\_\_\_\_

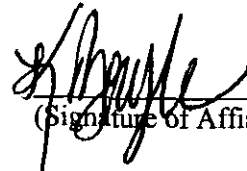
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. \_\_\_\_\_

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details: \_\_\_\_\_

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: \_\_\_\_\_
19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No    If so, give details: \_\_\_\_\_
20. Have you ever been adjudged bankrupt? yes If so, give details: Because of a dispute with the Internal Revenue Service, it was necessart to file Chapter 7 Bankruptcy Protection in 1991. The bankruptcy was fully discharged in 1993.
21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? no If so, give details: \_\_\_\_\_

Dated and signed this 13 day of DECEMBER, 2005.  
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.

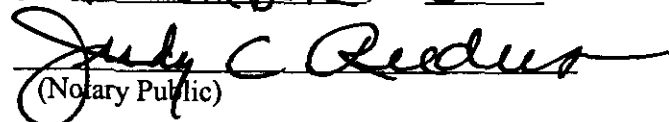
  
(Signature of Affiant)

VERIFICATION

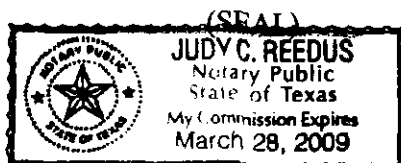
State of TEXAS  
County of DALLAS

On this day, K Boyle (name of affiant) appeared before me the undersigned notary public and deposed 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 13<sup>th</sup> day of December, 2005.

  
(Notary Public)

My commission expires \_\_\_\_\_



**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**  
Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

Check all that apply:

☒ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.

☒ Member of the governing body of the charter school

☐ School officer \_\_\_\_\_

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity Dallas County Community College District -

Full Name of Proposed Charter School Richland Collegiate High School of Mathematics, Science, and Engineering

*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) Charletta Mae Rodgers Compton

2. Have you ever had your name changed or used another name? No

If yes, give reason for the change: \_\_\_\_\_

Maiden Name (if female): Rodgers

Other names used at any time: \_\_\_\_\_

3. State your current home address: 3709 Pomeroy Drive Dallas, TX 75233

4. State your current home telephone number: (214) 330-7313

5. Education: Dates, Names, Locations and Degrees

College: None

Graduate Studies: \_\_\_\_\_

Others: \_\_\_\_\_

6. List membership(s) in professional societies and associations: None

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES               | EMPLOYER                  | ADDRESS                                     | POSITION                              |
|---------------------|---------------------------|---------------------------------------------|---------------------------------------|
| <u>09/92</u>        | <u>DCCCD</u>              | <u>1401 Corinth Street Dallas, TX 75215</u> | <u>Coordinator-Business Diversity</u> |
| <u>06 - Present</u> | <u>Rodgers Associates</u> |                                             | <u>Owner</u>                          |

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

N/A

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES      | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|------------|-------------------------------|---------|----------|
| <u>N/A</u> |                               |         |          |

12. List all previous experience with any charter school management company:

| DATES      | MANAGEMENT COMPANY | ADDRESS | POSITION |
|------------|--------------------|---------|----------|
| <u>N/A</u> |                    |         |          |

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? No If so, please state the compensation you expect to receive. \_\_\_\_\_  
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. \_\_\_\_\_

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details: \_\_\_\_\_

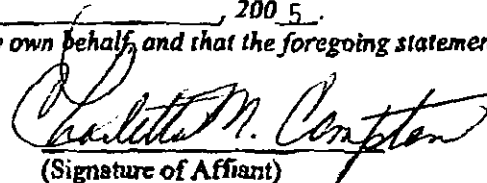
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18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: \_\_\_\_\_
19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No If so, give details: \_\_\_\_\_
20. Have you ever been adjudged bankrupt? No If so, give details: \_\_\_\_\_
21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No If so, give details: \_\_\_\_\_

Dated and signed this 22 day of February, 2005.

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.

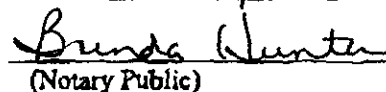
  
(Signature of Affiant)

VERIFICATION

State of Texas  
County of Dallas

On this day, Charletta Compton (name of affiant) appeared before me the undersigned notary public and deposed 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 22nd day of February, 2005.

  
(Notary Public)

(SEAL)

My commission expires 4-15-2007



**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**  
Texas Education Agency  
**(MUST BE TYPED and NOTARIZED)**

**Check all that apply:**

- ☒ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☒ Member of the governing body of the charter school
- ☐ School officer \_\_\_\_\_

State Position as defined in TEC, §12.1012

**Full Name of Sponsoring Entity** Dallas County Community College District -

**Full Name of Proposed Charter School** Richland Collegiate High School of Mathematics, Science, and Engineering

*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 Robert Fergusoon, III
2. Have you ever had your name changed or used another name? No  
If yes, give reason for the change: \_\_\_\_\_  
Maiden Name (if female): \_\_\_\_\_  
Other names used at any time: \_\_\_\_\_
3. State your current home address: 4519 Bobbitt Drive Dallas, TX 75229
4. State your current home telephone number: (214) 352-3506
5. Education: Dates, Names, Locations and Degrees  
College: 1963 University of Texas, Austin – B.B.A. to B.S.  
Graduate Studies: \_\_\_\_\_  
Others: \_\_\_\_\_
6. List membership(s) in professional societies and associations: ABC, QUOIN, North Texas Commission
7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES          | EMPLOYER      | ADDRESS                               | POSITION          |
|----------------|---------------|---------------------------------------|-------------------|
| 1968 - Present | TD Industries | 13850 Diplomat Drive Dallas, TX 75381 | Managing Director |
|                |               |                                       |                   |
|                |               |                                       |                   |

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES       | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|-------------|-------------------------------|---------|----------|
| <u>None</u> |                               |         |          |

12. List all previous experience with any charter school management company:

| DATES       | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------------|--------------------|---------|----------|
| <u>None</u> |                    |         |          |

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): HVAC – 08/30/04 Texas Dept. of Licensing ; Master Plumbing License 10/31/04, Texas State Board of Plumbing Examiners - Active

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? No If so, please state the compensation you expect to receive. \_\_\_\_\_ Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. \_\_\_\_\_

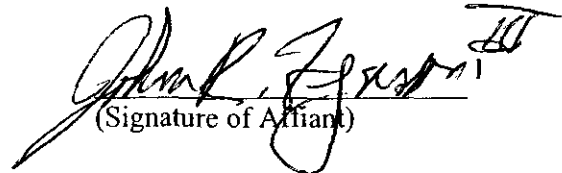
16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details: \_\_\_\_\_

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: \_\_\_\_\_
19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No If so, give details: \_\_\_\_\_
20. Have you ever been adjudged bankrupt? No If so, give details: \_\_\_\_\_
21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No If so, give details: \_\_\_\_\_

Dated and signed this 22 day of February, 2005.

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.

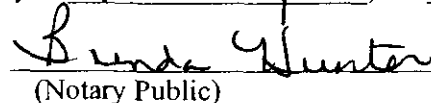
  
(Signature of Affiant)

VERIFICATION

State of Texas  
County of Dallas

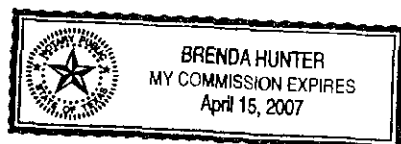
On this day, John Ferguson (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 22 day of February, 2005.

  
(Notary Public)

(SEAL)

My commission expires 4-15-2007



**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**  
Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- ☒ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☒ Member of the governing body of the charter school
- ☐ School officer \_\_\_\_\_

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity Dallas County Community College District -

Full Name of Proposed Charter School Richland Collegiate High School of Mathematics, Science, and Engineering

*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) Diana Lara Flores
2. Have you ever had your name changed or used another name? Yes  
If yes, give reason for the change: Divorce  
Maiden Name (if female): Flores  
Other names used at any time: Diana Flores Rangel
3. State your current home address: 1134 Mountain Lake Dallas, TX 75224
4. State your current home telephone number: (214) 337-5150
5. Education: Dates, Names, Locations and Degrees  
College: Dallas Baptist University, B.A.A.S. Dallas, TX  
Graduate Studies: \_\_\_\_\_  
Others: \_\_\_\_\_
6. List membership(s) in professional societies and associations: TACHE, HWNT
7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES             | EMPLOYER      | ADDRESS                                   | POSITION            |
|-------------------|---------------|-------------------------------------------|---------------------|
| 02/2004 - Present | DISD          | 5000 S. Malcolm X Blvd., Dallas, TX 75215 | Specialist          |
| 1999 - 2000       | Self Employed | P. O. Box 4505 Dallas, TX 75224           | Edu. Consultant     |
| 1996 - 1999       | LNESC         |                                           | Academic Advisor    |
| 1995 - 1996       | UTA           |                                           | Program Coordinator |

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|-------|-------------------------------|---------|----------|
|-------|-------------------------------|---------|----------|

None

12. List all previous experience with any charter school management company:

| DATES | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------|--------------------|---------|----------|
|-------|--------------------|---------|----------|

None

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? No If so, please state the compensation you expect to receive. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details:

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details:

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No If so, give details: \_\_\_\_\_

20. Have you ever been adjudged bankrupt? No If so, give details: \_\_\_\_\_

21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No If so, give details: \_\_\_\_\_

Dated and signed this 7th day of February, 2005.  
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.

Diana Flores  
(Signature of Affiant)

#### VERIFICATION

State of Texas  
County of Dallas

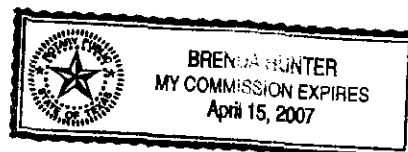
On this day, Diana Flores (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 7th day of February, 2005

Brenda Hunter  
(Notary Public)

(SEAL)

My commission expires 4-15-2007



**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**  
Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- ☒ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☒ Member of the governing body of the charter school
- ☐ School officer \_\_\_\_\_  
State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity DCCCD

Full Name of Proposed Charter School Richland College Collegiate High School

*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) Martha Sanchez Metzger
2. Have you ever had your name changed or used another name? \_\_\_\_\_  
If yes, give reason for the change: \_\_\_\_\_  
Maiden Name (if female): Sanchez  
Other names used at any time: \_\_\_\_\_
3. State your current home address: 4428 Ivy Dr.
4. State your current home telephone number: 972-270-5661
5. Education: Dates, Names, Locations and Degrees  
College: Associates - Laredo Jr. College      BS - Texas Women's University 1966  
Graduate Studies: \_\_\_\_\_  
Others: \_\_\_\_\_
6. List membership(s) in professional societies and associations: \_\_\_\_\_  
\_\_\_\_\_
7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES | EMPLOYER                              | ADDRESS                    | POSITION |
|-------|---------------------------------------|----------------------------|----------|
|       | Self-employed                         | 105 W. Main - Mesquite, TX | Owner    |
|       | Metzger Awards & Promotional Products |                            |          |
|       |                                       |                            |          |
|       |                                       |                            |          |



8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☐ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

Metzger Trophies & Engraving

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES       | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|-------------|-------------------------------|---------|----------|
| <u>None</u> |                               |         |          |

12. List all previous experience with any charter school management company:

| DATES       | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------------|--------------------|---------|----------|
| <u>None</u> |                    |         |          |

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? No If so, please state the compensation you expect to receive. \_\_\_\_\_  
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. \_\_\_\_\_

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details: \_\_\_\_\_

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TJC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No If so, give details: \_\_\_\_\_

20. Have you ever been adjudged bankrupt? No If so, give details: \_\_\_\_\_

21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No If so, give details: \_\_\_\_\_

Dated and signed this 22 day of February, 2005.

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.

Martha Leubke Metzger  
(Signature of Affiant)

#### VERIFICATION

State of Texas  
County of Dallas

On this day, Martha Metzger (name of affiant) appeared before me the undersigned notary public and deposed 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 22 day of February, 2005.

Brenda Hunter  
(Notary Public)

(SEAL)

My commission expires 4/15/2007



**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**  
Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

**Check all that apply:**

- ☒ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☒ Member of the governing body of the charter school
- ☐ School officer \_\_\_\_\_

State Position as defined in TEC, §12.1012

**Full Name of Sponsoring Entity** Dallas County Community College District -

**Full Name of Proposed Charter School** Richland Collegiate High School of Mathematics, Science, and Engineering

*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) Jerry Michael Prater
2. Have you ever had your name changed or used another name? No  
If yes, give reason for the change: \_\_\_\_\_  
Maiden Name (if female): \_\_\_\_\_  
Other names used at any time: None
3. State your current home address: 4141 Keele Drive Garland, TX 75041
4. State your current home telephone number: (972) 271-4892
5. Education: Dates, Names, Locations and Degrees  
College: University of Texas, Arlington B.S.  
Graduate Studies: \_\_\_\_\_  
Others: \_\_\_\_\_
6. List membership(s) in professional societies and associations: AICPA, Dallas Chapter, BCPA Institute of Management Accountants
7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES           | EMPLOYER               | ADDRESS                              | POSITION           |
|-----------------|------------------------|--------------------------------------|--------------------|
| 10/84 - Present | Huber, Prater & Henson | 9330 LBJ Frwy. #270 Dallas, TX 75243 | Managing Principal |
| 06/00 - 10/02   | Hill & Wilkinson Ltd.  | 800 Klein Rd. #100 Plano, TX 75074   | CFO                |
| 06/94 - 12/02   | Security Bank          | 7220 Beltline Road Garland, TX 75044 | Director           |

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

Huber, Prater & Henson, PC (Shareholder)

Hill & Wilkinson, Ltd. (Partner)

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES       | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|-------------|-------------------------------|---------|----------|
| <u>None</u> |                               |         |          |

12. List all previous experience with any charter school management company:

| DATES       | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------------|--------------------|---------|----------|
| <u>None</u> |                    |         |          |

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): CPA, TX State Board of Public Accountancy - Issued January 31, 1977

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? No If so, please state the compensation you expect to receive. \_\_\_\_\_  
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. \_\_\_\_\_

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details: \_\_\_\_\_

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No If so, give details: \_\_\_\_\_

20. Have you ever been adjudged bankrupt? No If so, give details: \_\_\_\_\_

21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No If so, give details: \_\_\_\_\_

Dated and signed this 22 day of February, 2005

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.

[Signature]  
(Signature of Affiant)

VERIFICATION

State of Texas  
County of Dallas

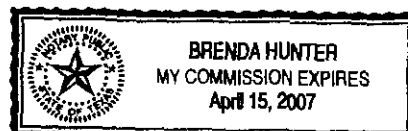
On this day, Jerry Prater (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 22nd day of February, 2005

[Signature]  
(Notary Public)

(SEAL)

My commission expires 4/15/2007



Eleventh Gene

...cant Biographical

**Affidavit**  
Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

**Check all that apply:**

- ☐ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☐ Member of the governing body of the charter school
- ☒ School officer Superintendent

State Position as defined in TEC, §12.1012

**Full Name of Sponsoring Entity** Dallas County Community College District

**Full Name of Proposed Charter School** Richland Collegiate High School of Mathematics, Science, and Engineering

*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)  
Stephen Keith Mittelstet
2. Have you ever had your name changed or used another name? No  
If yes, give reason for the change: \_\_\_\_\_  
Maiden Name (if female): \_\_\_\_\_  
Other names used at any time: \_\_\_\_\_
3. State your current home address: 11408 Audelia Road, #12343 Dallas, TX 75243
4. State your current home telephone number: (972) 644-8929
5. Education: Dates, Names, Locations and Degrees  
College: 1962 – 1967, McMurry College, Abilene TX, BA  
Graduate Studies: 1967 – 1972, University of Texas at Austin, Austin, TX, PH. D.  
Others: \_\_\_\_\_
6. List membership(s) in professional societies and associations:  
None

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES              | EMPLOYER                       | ADDRESS                  | POSITION         |
|--------------------|--------------------------------|--------------------------|------------------|
| <u>1979 – 2005</u> | <u>Richland College, DCCCD</u> | <u>12800 Abrams Road</u> | <u>President</u> |

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|-------|-------------------------------|---------|----------|
|-------|-------------------------------|---------|----------|

None

12. List all previous experience with any charter school management company:

| DATES | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------|--------------------|---------|----------|
|-------|--------------------|---------|----------|

None

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? Yes If so, please state the compensation you expect to receive. \$150,000\*

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

\*Salary as college president, with \$0. additional for Collegiate High School.

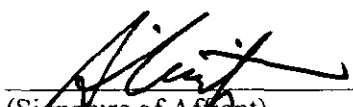
16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details:

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details:

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? \_\_\_\_\_ If so, give details: \_\_\_\_\_
19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? \_\_\_\_\_ If so, give details: \_\_\_\_\_
20. Have you ever been adjudged bankrupt? \_\_\_\_\_ If so, give details: \_\_\_\_\_
21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? \_\_\_\_\_ If so, give details: \_\_\_\_\_

Dated and signed this 21st day of February, 2005.

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.

  
(Signature of Affiant)

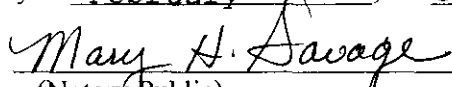
#### VERIFICATION

State of Texas  
County of Dallas

On this day, Stephen Mittels (name of affiant) appeared before me the undersigned notary public and deposed 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 21st day of February, 2005.



  
(Notary Public) Mary H. Savage

My commission expires March 11, 2008



## Eleventh Generation Open-Enrollment Charter

## Affidavit

Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

## Check all that apply:

- ☐ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☐ Member of the governing body of the charter school
- ☒ School officer Superintendent

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity Dallas County Community College District

Full Name of Proposed Charter School Richland Collegiate High School of Mathematics, Science, and Engineering

*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.

- Full Name (Initials Not Acceptable)  
Stephen Keith Mittelstet
- Have you ever had your name changed or used another name? No  
If yes, give reason for the change: \_\_\_\_\_  
Maiden Name (if female): \_\_\_\_\_  
Other names used at any time: \_\_\_\_\_
- State your current home address: 1505 Elm, #1104 Dallas, TX 75201-3529
- State your current home telephone number: (214) 924-1712
- Education: Dates, Names, Locations and Degrees  
College: 1962 – 1967, McMurry College, Abilene TX, BA  
Graduate Studies: 1967 – 1972, University of Texas at Austin, Austin, TX, PH. D.  
Others: \_\_\_\_\_
- List membership(s) in professional societies and associations:  
None
- List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES              | EMPLOYER                       | ADDRESS                  | POSITION         |
|--------------------|--------------------------------|--------------------------|------------------|
| <u>1979 – 2005</u> | <u>Richland College, DCCCD</u> | <u>12800 Abrams Road</u> | <u>President</u> |

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|-------|-------------------------------|---------|----------|
|-------|-------------------------------|---------|----------|

None

12. List all previous experience with any charter school management company:

| DATES | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------|--------------------|---------|----------|
|-------|--------------------|---------|----------|

None

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? Yes If so, please state the compensation you expect to receive. \$150,000\*

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

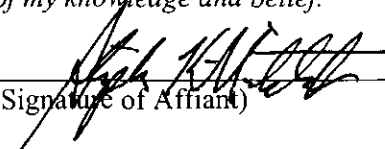
\*Salary as college president, with \$0. additional for Collegiate High School.

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details:

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details:

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: \_\_\_\_\_
19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No If so, give details: \_\_\_\_\_
20. Have you ever been adjudged bankrupt? No If so, give details: \_\_\_\_\_
21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No If so, give details: \_\_\_\_\_

Dated and signed this 22 day of November, 2005.  
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.

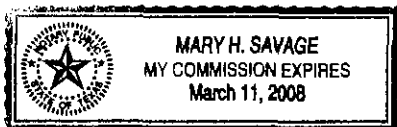
  
(Signature of Affiant)

VERIFICATION

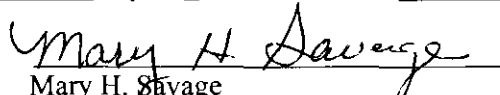
State of Texas  
County of Dallas

On this day, Stephen Keith Mittelstet (name of affiant) appeared before me the undersigned notary public and deposed 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 22 day of November, 2005.



(SEAL)

  
Mary H. Savage  
(Notary Public)

My commission expires March 11, 2008

**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**

Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

**Check all that apply:**

- ☐ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☐ Member of the governing body of the charter school
- ☒ School officer Assistant Superintendant  
State Position as defined in TEC, §12.1012

**Full Name of Sponsoring Entity**

Dallas County Community College District

**Full Name of Proposed Charter School**

Richland Collegiate High School of Mathematics, Science, and Engineering

*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)  
David Bryant Canine
2. Have you ever had your name changed or used another name? No  
If yes, give reason for the change: \_\_\_\_\_  
Maiden Name (if female): \_\_\_\_\_  
Other names used at any time: \_\_\_\_\_
3. State your current home address: 8927 Clubcreek Circle, Dallas, TX 75238
4. State your current home telephone number: (214) 341-8553
5. Education: Dates, Names, Locations and Degrees  
College: 1970 – 1973, University of Maryland, College Prk, MD – B.A.; 1975 – 1977, University of North Carolina, Greensboro, Greensboro, NC, B.S.  
Graduate Studies: 1980 – 1983, University of North Carolina, Greensboro, NC, M. ED.  
Others: \_\_\_\_\_
6. List membership(s) in professional societies and associations: Council for Resource Development
7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES                 | EMPLOYER                       | ADDRESS                 | POSITION              |
|-----------------------|--------------------------------|-------------------------|-----------------------|
| <u>1992 - Present</u> | <u>Richland College, DCCCD</u> | <u>2800 Abrams Road</u> | <u>Vice-President</u> |

8. Present employer may be contacted: ☒ Yes ☐ No
9. Former employers may be contacted: ☒ Yes ☐ No
10. List all businesses or organizations of which you are a partner or in which you have a majority interest.
- None
- 
11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:
- | DATES       | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|-------------|-------------------------------|---------|----------|
| <u>None</u> |                               |         |          |
- 
12. List all previous experience with any charter school management company:
- | DATES       | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------------|--------------------|---------|----------|
| <u>None</u> |                    |         |          |
- 
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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? Yes If so, please state the compensation you expect to receive. \$95,000\*
- Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.
- \*Salary as college vice-president, with \$0. additional for Collegiate High School
- 
16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details:
- 
17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details:
-

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? Yes If so, give details: My wife has been an employee of the DCCCD since 1980.
19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No If so, give details: \_\_\_\_\_
20. Have you ever been adjudged bankrupt? No If so, give details: \_\_\_\_\_
21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No If so, give details: \_\_\_\_\_

Dated and signed this 2/st day of February, 2005  
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.

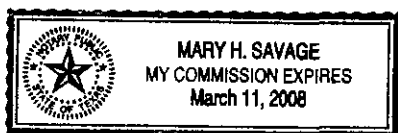
  
(Signature of Affiant)

VERIFICATION

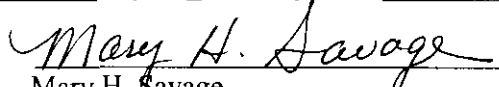
State of Texas  
County of Dallas

On this day, David Bryant Canine (name of affiant) appeared before me the undersigned notary public and deposed 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 21st day of February, 2005.



(SEAL)

  
Mary H. Savage  
(Notary Public)

My commission expires March 11, 2008

**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**  
 Texas Education Agency  
 (MUST BE TYPED and NOTARIZED)

**Check all that apply:**

- ☒ Member of the governing body of the sponsoring entity  
 It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☒ Member of the governing body of the charter school
- ☐ School officer \_\_\_\_\_

State Position as defined in TEC, §12.1012

**Full Name of Sponsoring Entity** Dallas County Community College District -

**Full Name of Proposed Charter School** Richland Collegiate High School of Mathematics, Science, and Engineering

*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.**

- Full Name (Initials Not Acceptable) Pattie Thomas Powell
- Have you ever had your name changed or used another name? Yes  
 If yes, give reason for the change: Marriage  
 Maiden Name (if female): Pattie Thomas  
 Other names used at any time: None
- State your current home address: 13900 Hillcrest Road, Dallas, TX 75240
- State your current home telephone number: (972) 239-5404
- Education: Dates, Names, Locations and Degrees  
 College: 1951-1955 University of Texas, Austin, TX B.A.  
 Graduate Studies: 1957 University of Texas Medical Branch Galveston, TX  
 Others: 1976 Harvard University Cambridge, MA – Leadership Program
- List membership(s) in professional societies and associations: Texas Association of Community College Trustees and Administrators; Association of Governing Boards of Universities and Colleges
- List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES          | EMPLOYER                       | ADDRESS                                | POSITION  |
|----------------|--------------------------------|----------------------------------------|-----------|
| 1980 - Present | Powell Development & Resources | 13900 Hillcrest Road, Dallas, TX 75240 | President |
|                |                                |                                        |           |
|                |                                |                                        |           |

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.  
Powell Development and Resources

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|-------|-------------------------------|---------|----------|
| None  |                               |         |          |

12. List all previous experience with any charter school management company:

| DATES | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------|--------------------|---------|----------|
| None  |                    |         |          |

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): 1980 Greater Dallas Board of Realtors

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? No If so, please state the compensation you expect to receive. \_\_\_\_\_  
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. \_\_\_\_\_

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details: \_\_\_\_\_

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? NO If so, give details: \_\_\_\_\_



19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No If so, give details: \_\_\_\_\_

20. Have you ever been adjudged bankrupt? No If so, give details: \_\_\_\_\_

21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No If so, give details: \_\_\_\_\_

Dated and signed this 15 day of December, 2005.

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.

Pattie T. Powell  
(Signature of Affiant)

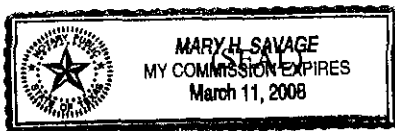
VERIFICATION

State of TEXAS  
County of DALLAS

On this day, PATTIE T. POWELL (name of affiant) appeared before me the undersigned notary public and deposed 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 15<sup>th</sup> day of December, 2005.

Mary H. Savage  
(Notary Public)



My commission expires March 11, 2008

APPROVED DURING CONTINGENCY PROCESS

**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**  
Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

**Check all that apply:**

- ☐ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☐ Member of the governing body of the charter school
- ☒ School officer BUSINESS OFFICER  
State Position as defined in TEC, §12.1012

**Full Name of Sponsoring Entity** Dallas County Community College District -

**Full Name of Proposed Charter School** Richland Collegiate High School of Mathematics, Science, and Engineering

*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) **FINNEY VARGHESE**
2. Have you ever had your name changed or used another name? **NO**  
If yes, give reason for the change: \_\_\_\_\_  
Maiden Name (if female): \_\_\_\_\_  
Other names used at any time: \_\_\_\_\_
3. State your current home address: **2101 AUSTIN DR. MESQUITE, TX - 75181**
4. State your current home telephone number: **972-222-0520**
5. Education: Dates, Names, Locations and Degrees  
College: **Jul-82 – Jun-84, Ispat College; Jul-84 thru Jun- 87, Rourkela Municipal College, India, Bachelor of Commerce (Honors).**  
Graduate Studies: **Aug-1987, Institute of Management & Research, India, M. B. A.**  
Others: **Eastfield College, Mesquite, Texas, CE courses.**
6. List membership(s) in professional societies and associations: **NACUBO, Leadership Richardson.**
7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES        | EMPLOYER                | ADDRESS                       | POSITION                          |
|--------------|-------------------------|-------------------------------|-----------------------------------|
| 9/03-Present | DCCCD-Richland College, | 12800 Abrams Rd. Dallas, Tx   | Director –Budget & Finance        |
| 12/02-8/03   | DCCD-DSC                | 4343 N. Hwy 67, Mesquite, Tx  | Internal Auditor                  |
| 2/99–12/02   | DCCCD-DSC               | 4343 N. Hwy 67, Mesquite, Tx. | Sr. Contracts & Grants Accountant |

4/94-1/99

Skypass Travels, Inc. 2730 Stemmons Frwy. Dallas, Tx

Corporate Accountant

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

***Elite Postal Services, Inc. dba. Postal Depot, Mesquite, Tx***

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|-------|-------------------------------|---------|----------|
|       | <b><i>None</i></b>            |         |          |

12. List all previous experience with any charter school management company:

| DATES | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------|--------------------|---------|----------|
|       | <b><i>None</i></b> |         |          |

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ***Yes***. If so, please state the compensation you expect to receive. ***\$55,308.62***  
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. ***None***.

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? ***NO***. If so, give details: \_\_\_\_\_

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? ***NO***. If so, give details: \_\_\_\_\_

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece,

nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? **NO**. If so, give details: \_\_\_\_\_

19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? **NO**. If so, give details: \_\_\_\_\_

20. Have you ever been adjudged bankrupt? **NO**. If so, give details: \_\_\_\_\_

21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? **NO**. If so, give details: \_\_\_\_\_

Dated and signed this 12<sup>th</sup> day of December, 2005.

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.

*Finney Varghese*  
(Signature of Affiant)

#### VERIFICATION

State of TEXAS  
County of DALLAS

On this day, Finney Varghese (name of affiant) appeared before me the undersigned notary public and deposed 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 12<sup>th</sup> day of December, 2005.

*Mary H. Savage*  
(Notary Public)

(SEAL)

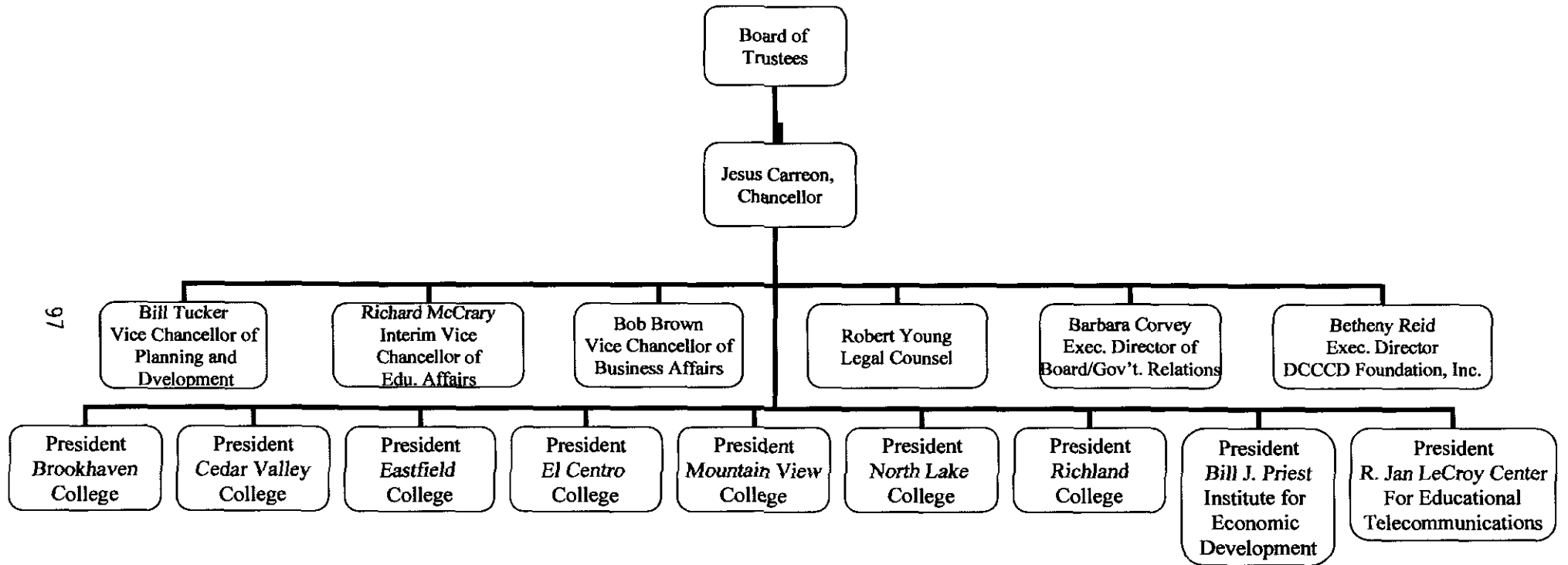
My commission expires 3-11-08

## **ATTACHMENT B**

### ***Organizational Charts***

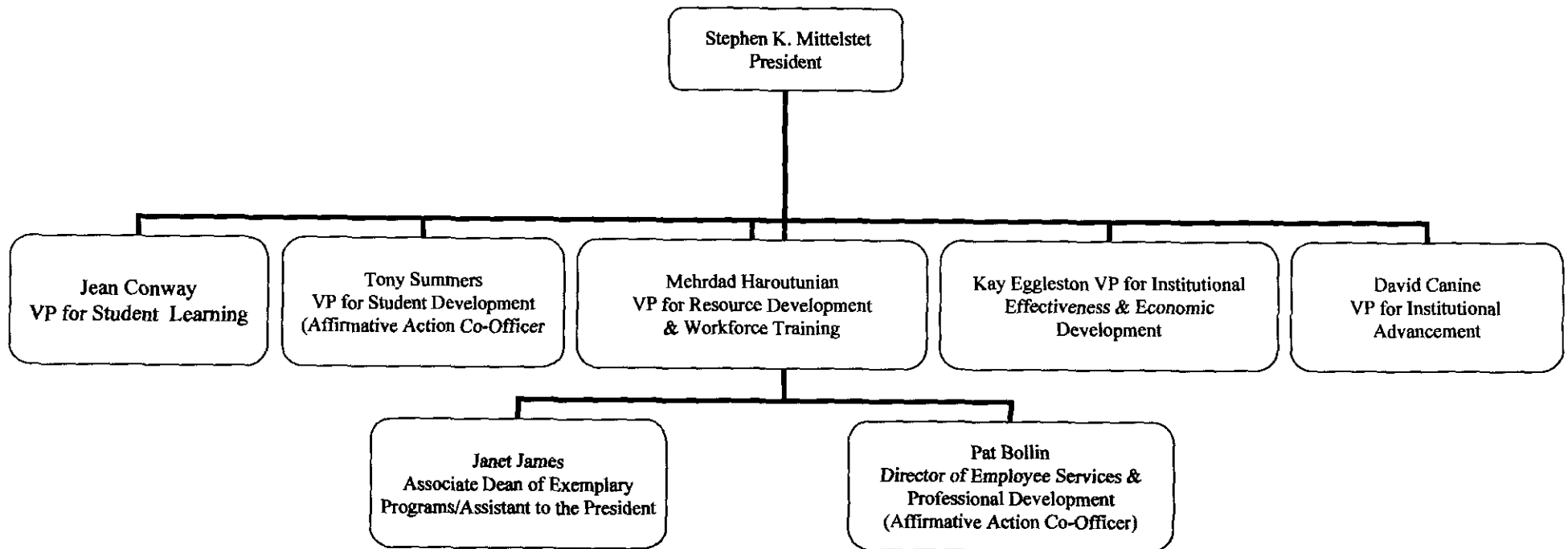
The organizational charts for the Dallas County Community College District follow this page. The first page shows the entities that report to the Chancellor - the seven community colleges including Richland College, the Bill J. Priest Institute for Economic Development, the R. Jan LeCroy Center for Educational Telecommunications, and the three Vice-Chancellors for district operations. The second page shows the organizational chart for Richland College highlighting the Collegiate High School within the college's structure. The third page shows the organizational structure for the Richland Collegiate High School.

# Dallas County Community College District

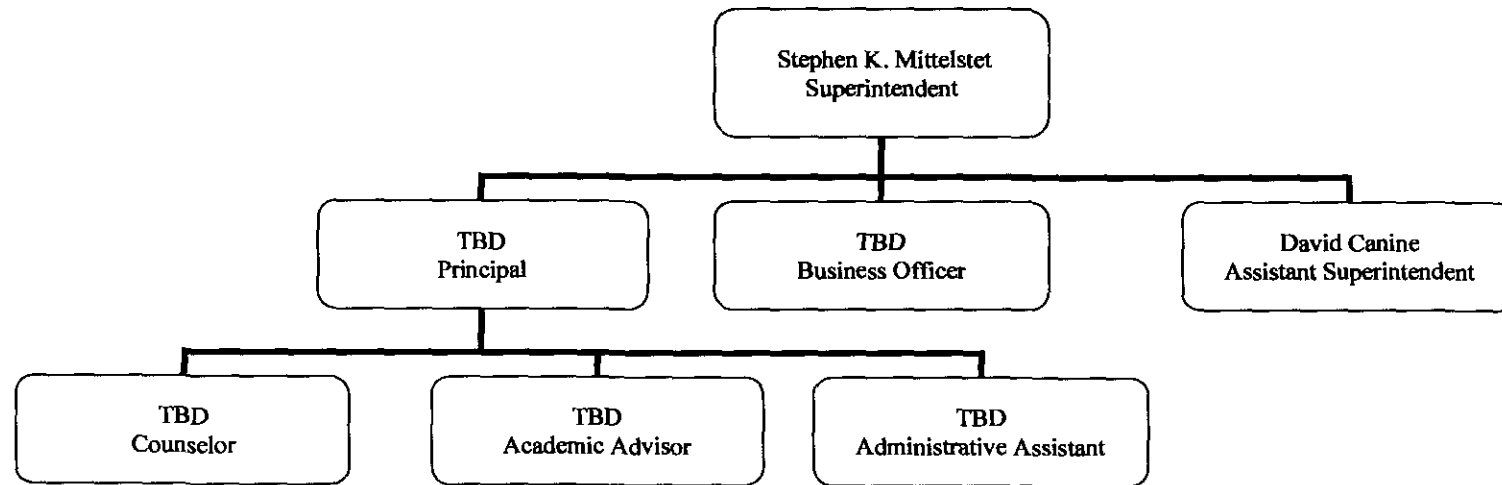


# Richland College

98



# Richland Collegiate High School of Mathematics, Science and Engineering





## ATTACHMENT C

### **501(c)(3) Determination Letter from IRS**

The Dallas County Community College District derives its legal status from the Constitution of the State of Texas and from the Texas Education Code that authorizes a public junior college and/or district of any one of the following classifications:

1. Independent school district junior college.
2. City junior college.
3. Union junior college.
4. County junior college.
5. Joint-county junior college. [*Texas Constitution, Art. VII; Education Code 130.004(a)*]

A public junior college shall be defined as an institution of higher education. [*Education Code 61.003(8)*]

This determination letter from the Internal Revenue Service is not necessary because the Dallas County Community College District is a public community college of the State of Texas. Its service area is described in Section 130.176 of the Texas Education Code. The Texas Higher Education Coordinating Board created the District in 1965 under authority of Chapter 130 of the Texas Education Code.

## **ATTACHMENT D**

### **Articles of Incorporation**

Letters from the Texas Higher Education Coordinating Board establishing the Dallas County Junior College District (now the Dallas County Community College District) as approved by the State Board of Education are attached to this attachment.



COORDINATING BOARD  
TEXAS COLLEGE AND UNIVERSITY SYSTEM

SAM HOUSTON STATE OFFICE BUILDING  
301 EAST 14TH STREET  
AUSTIN TEXAS 78701

December 22, 1965

JOHN E. GRAY, Chairman  
Houston, Texas

BENJAMIN GRESHAM, Vice-Chairman  
Houston, Texas

RAYMOND BELL  
Fort Worth, Texas

C. V. BRIDLEY, JR., M.D.  
Temple, Texas

VICTOR BROOKS  
Austin, Texas

J. C. CISARRO, JR., M.D.  
Austin, Texas

MRS. JOHN T. JONES, JR.  
Houston, Texas

J. C. LECHE  
Edinburg, Texas

ENGLE RICHMOND  
Dallas, Texas

CHARLES PROFFER  
Victoria Falls, Texas

HARRY PROVENCE  
Waco, Texas

E. E. SCAUGES  
Dallas, Texas

J. J. SEASHOOK  
Dallas, Texas

TOM SEALY  
Midland, Texas

M. HARVEY WELLS  
Crown Creek, Texas

P. H. WIGGINS  
Lubbock, Texas

DALE C. WILLIAMS  
Dallas, Texas

H. D. ZEDLER  
San Antonio, Texas

Dr. Bill J. Priest  
President  
Dallas County Junior  
College District  
1250 Rio Grande Building  
Dallas, Texas

Dear Dr. Priest:

This letter is to inform you that this office has made full examination of all the records pertinent to the creation of the Dallas County Junior College District; that all these records are found to be in good order and appropriately filed and that, therefore, in every matter in which the State of Texas exercises jurisdiction, the Dallas County Junior College District is found to be a legally existing junior college district with all the rights and authorities pertaining thereto.

Yours very truly,

David G. Hunt  
Assistant Commissioner

April 13, 1965

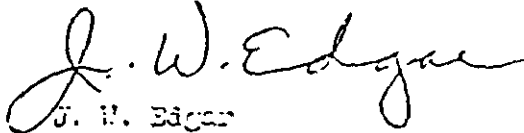
The Honorable Commissioners' Court  
Dallas County  
Dallas, Texas

Gentlemen:

The State Board of Education, at its meeting on April 3, 1965, approved the establishment of a Junior College District in Dallas County and authorized further procedure for such establishment.

Enclosed is a copy of the order entered by the Board.

-Very truly yours,



J. W. Edgar  
Commissioner of Education

Enclosures

STATE OF TEXAS

STATE BOARD OF EDUCATION

On this, the 3rd day of April, 1965, the State Board of Education of the State of Texas convened in call session in Austin, Texas, with the following members present:

W. W. Jackson, Chairman  
 Mrs. George H. Swinney, Secretary  
 Vernon Baird  
 Jack Binion  
 R. W. Byran  
 Doyle Corley  
 William R. Evans  
 W. C. Graves  
 James W. Harvey  
 Ben R. Howell  
 Horace K. Jackson  
 B. E. Masters  
 Paul Mathews  
 Penrose B. Metcalfe  
 Carl E. Morgan  
 Herbert O. Willborn

and the following was absent:

Paul R. Haas  
 C. Ray Hollbrook, Jr.  
 Mrs. Will Miller  
 Emerson Stone

Also present was J. W. Edgar, State Commissioner of Education and Executive Secretary of the Board.

Mr. Graves moved that the Board suspend its rules concerning procedures in connection with the establishment of public junior colleges. Mr. Baird seconded the motion. The motion was carried to suspend the rules with fifteen ayes and one no. It was moved by Mr. Graves and seconded by Mr. Baird and carried that the Board enter an order authorizing further procedure in the establishment of a junior college district coextensive with Dallas County.

Mr. Morgan cast the negative vote.

The order is as follows:

IT IS THEREFORE ORDERED BY THE STATE OF TEXAS BOARD OF EDUCATION OF THE STATE OF TEXAS:

1. That the conditions set forth in Section 17 of Chapter 250, Acts of the Forty-First Legislature, as amended, have been complied with in that;

(a) That the proposed county junior college district of Dallas County, Texas, has a taxable property valuation of not less than \$9,500,000; in fact \$1,516,359,450.

(b) That the proposed county junior college district in Dallas County, Texas, had not fewer than 400 students in the last four years of classified high schools within the proposed district during the next preceding school year; in fact 60,045.

(c) That the proposed county junior college district in Dallas County, Texas, had not fewer than 7,000 scholastic enrollment in the next preceding school year; in fact 219,730.

(d) That the proposed junior college district in Dallas County, Texas, is a growing section, and that there is a public convenience and necessity for said county junior college.

2. That the establishment of the county junior college in Dallas County will serve the needs of the State of Texas, will be beneficial to the welfare of the State as a whole as well as the welfare of the proposed county junior college district. In consideration of the above, it is feasible and desirable to establish a county junior college district in Dallas County.

3. The establishment of a county junior college district to contain all of the territory of Dallas County, is hereby approved and further procedure in the establishment of said county junior college district is hereby authorized.

4. This action by the Board shall be communicated, through the State Commissioner of Education to the Commissioner's Court of Dallas County together with this order.

PASSED AND APPROVED this, the 3rd of April, 1959.

Mr. George E. Smith, Secretary

W. V. Johnson, Chairman

I hereby certify that this is a true copy of the State Board's authorization for the creation of the County Junior College District for Dallas County.

## AN ORDER

AUTHORIZING FURTHER PROCEDURE IN THE ESTABLISHMENT OF  
A JUNIOR COLLEGE DISTRICT, COTERMINOUS WITH THE DALLAS COUNTY

WHEREAS, the County Board of Education of Dallas County, Texas has forwarded to this Board a petition signed by more than ten per cent of the qualified taxpaying voters of the Dallas County, praying for an election to establish a county junior college district to be comprised of the same Dallas County; and

WHEREAS, there has been filed with this Board, along with said petition, a certified copy of a resolution adopted by the County Board of Education of Dallas County finding and determining that said petition is signed by more than ten per cent of the qualified taxpaying voters in Dallas County, that the proposed district had not fewer than 400 students in the last four years of classified high schools within said proposed district during the next preceding school year; that the proposed district has taxable property valuation of \$1,516,392,490; that said proposed district has 219,760 scholastic enrollment the next preceding school year; and that the proposed district is in a growing section, and that there is a public convenience and necessity for such junior college; and further resolving and declaring that said petition is legal and genuine, and that it should be forwarded to the State Board of Education for its further action thereupon; and

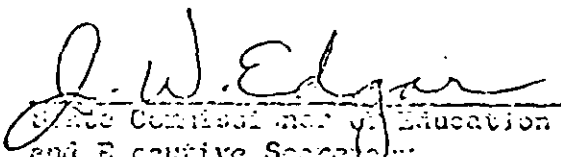
WHEREAS, this Board has considered the said petition and resolution and other matters required and permitted by law to be considered in passing upon the question of the establishment of a county junior college district in Dallas County; and

WHEREAS, this Board has received advice from the State Commissioner of Education (who succeeded to the duties and authority of the State Superintendent of Public Instruction by virtue of Chapter 299, Acts of the 51st Legislature) concerning the facts alleged in said petition and found in said resolution of the County Board of Education of Dallas County and upon the propriety of approving the establishment of said county junior college district, and said advice is favorable to the approval of the es-

STATE OF TEXAS )  
COUNTY OF TRAVIS)

I, J. W. Edger, State Commissioner of Education and Executive Secretary of the State Board of Education of the State of Texas, do hereby certify that the above and foregoing is a true and correct copy of an order (and of the minutes pertaining thereto) passed by the State Board of Education on the 3rd day of April, 1965, for the purpose of authorizing further procedure in the establishment of a County Junior College District in Dallas County, which order is duly of record in the minutes of said Board of Education.

Given under my hand and seal of this office, the 13th day of April, 1965.

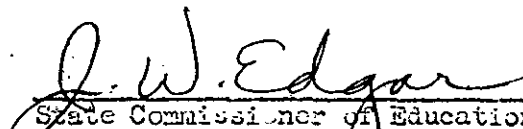
  
State Commissioner of Education  
and Executive Secretary  
State Board of Education



STATE OF TEXAS }  
COUNTY OF TRAVIS }

I, J. W. Edgar, State Commissioner of Education and Executive Secretary of the State Board of Education of the State of Texas, do hereby certify that the above and foregoing is a true and correct copy of an order (and of the minutes pertaining thereto) passed by the State Board of Education on the 3rd day of April, 1965, for the purpose of authorizing further procedure in the establishment of a County Junior College District in Dallas County, which order is duly of record in the minutes of said Board of Education.

Given under my hand and seal of this office, the 13th day of April, 1965.

  
State Commissioner of Education  
and Executive Secretary  
State Board of Education

## **ATTACHMENT E**

### **Bylaws and Comparable Documents**

The Dallas County Community College District is a public community college of the State of Texas. It does not have by-laws. The Board of Trustees' "Board Policy Manual" is available on-line at <http://www.tasb.org/policy/pol/private/057501/> and contains policies and procedures governing Board actions.

**ATTACHMENT F**

**Certificate of Incorporation**

The Dallas County Community College District is a public community college of the State of Texas. As such, this requirement is inapplicable.

**ATTACHMENT G**

**Copy of Newspaper Notice of Public Meeting**

A copy of the published notice of the public hearing showing the name of the newspaper and date of publication appears on the following page. The notice was published in the *Dallas Morning News* on January 16, 2005, on page 5B.

## **PUBLIC HEARING**

### **NOTICE OF INTENT TO APPLY FOR ELEVENTH GENERATION OPEN-ENROLLMENT CHARTER SCHOOL**

The Dallas County Community College District is applying to the State Board of Education for approval to operate an Eleventh Generation open-enrollment charter school to be located on the campus of **Richland College** in Dallas, Texas. Charter schools are public schools established by nonprofit organizations, higher education institutions, or governmental entities. These schools are publicly funded and are free from many state regulations that apply to other public schools. The following descriptive information about the proposed school is being provided for the benefit of the community in which the school will be located if approved:

- Name of the sponsoring entity proposing the charter school: Dallas County Community College District
  - Superintendent of the proposed charter school: Stephen K. Mittelstet
  - Board members of the sponsoring entity: Jerry Prater (Chair), Pattie Powell (Vice Chair), Kittie Boyle, Charletta Compton, Bob Ferguson, Diana Flores, Martha Sanchez Metzger
- Proposed location of the school: Richland College, 12800 Abrams Road, Dallas, TX

Brief description of the school: The Richland Collegiate High School of Mathematics, Science, and Engineering will be a dual-credit high school serving students in the 11th and 12th grades. All students will enroll in college-level classes to earn their high school diplomas while receiving college credit for their studies.

Grade levels to be served: Grades 11 and 12

Planned opening date: August 7, 2006

A hearing open to all members of the public will be held at the following location:

Room C-140, Richland College  
12800 Abrams Road, Dallas, TX

on **Thursday, January 20, 2005, at 7:00 pm**. The purpose of the hearing is to inform interested members of the public about the proposed Richland Collegiate High School and to respond to questions from members of the public regarding the proposed high school.

For further information, contact David Canine at 972-238-6919 or at [dcanine@dcccd.edu](mailto:dcanine@dcccd.edu).

## **ATTACHMENT H**

### **Synopsis of Public Hearing**

The public hearing for the Richland Collegiate High School was held on January 20, 2005, at 7:00 PM on the Richland College campus. The hearing was attended by 84 community members, including parents and prospective students; representatives from community associations, school districts, and universities; and DCCCD faculty and staff members. Dr. Stephen Mittelstet, President of Richland College, made a presentation describing the proposed Richland Collegiate High School that was followed by questions and comments from the audience. Dr. Mittelstet's presentation included poster boards containing the following information:

#### **What?**

- Up to 400 high school juniors and seniors (200 in each class) complete their last two years of high school at Richland College, graduating from RCHS, by taking college courses and earning college credits.
- Students will be accepted from Dallas County and surrounding counties (Collin, Rockwall, Kaufman, Ellis, Tarrant, and Denton Counties).
- Students may transfer from public high schools, private high schools, and home schools.
- RCHS students are full-time Richland College students taking classes along with other college students.
- RCHS students do not pay for college tuition or textbooks.
- Each RCHS student will receive a laptop computer.
- RCHS students can participate in all student activities at Richland College.
- RCHS students participate in "learning communities" to help them succeed in their classes.
- RCHS students participate in "service learning" projects in the community to expand their horizons and learn how to build community.
- RCHS students can participate in UIL academic competitions such as debate, music, literary analysis, science fairs, and reading.

#### **Where?**

- The RCHS will operate on the Richland College campus with offices and a lounge for RCHS students located in Crockett Hall near the cafeteria.
- RCHS students will attend regular college classes on the Richland campus along with our other college students.
- Students will use student support facilities including the library, the Center for Tutoring and Learning Connections, computer labs, specialized labs for science and engineering, and the gymnasium and Fitness Center.
- Students will participate in field trips and other educational activities outside the classroom during periods when Richland College is not holding classes to expand their learning opportunities and experiences.

#### **When?**

- February 2005 - Richland College submits an application to the Texas Education Agency.
- September 2005 - The Texas State Board of Education announces awards for new charter schools.

- August 2006 - RCHS opens with its first junior class of 200 students.
- May 2008 - The first class of RCHS graduates.

### Why?

- Demands from local industry and employers
- Demands from local higher education institutions such as UT-D
- Demands from the Federal Government and Senators such as Senator Hutchison
- Expectations from the State Government for economic revival in the Telecom Corridor®
- Growing needs for public school teachers in mathematics and science
- Positive responses from local chambers of commerce
- Demands and expectations from parents and current high school students in our community
- Limitations on Advanced Placement courses and access
- Demands from home schooling parents and their students
- Potential for extending the model to other DCCCD colleges in the future
- Success of current dual-credit program
- Strength of the business plan due to resources already available in the DCCCD and at Richland College
- Governance infrastructure in place with the DCCCD Board of Trustees
- Plans to build a new Science Building at Richland College
- Richland College's current Teacher Preparation Academy

### Potential Restrainers

- Local school districts who would lose ADA funding from students attending the Collegiate High School
- Local school districts that fear losing a number of their top students to the High School

### Mitigating Factors to Restrainers

- Local school districts still receive local property tax funding regardless of where resident students attend
- Collegiate High School will draw 400 students from all of Dallas County and surrounding counties, an area with more than 545,000 students, so impact on any single school district will not be great

### Positive Interactions with School Districts to Date

- Garland ISD is now working with Richland College dual-credit staff members to begin offering dual-credit courses at North Garland High School
- Richardson ISD staff members are meeting with Richland College staff members to explore methods to share the Collegiate High School's services with RISD students

He explained each of the items on the poster boards, then responded to the following questions:

*Q: Do faculty in the high school have to be certified?*

A: No, Texas law does not require that charter school faculty members be certified. However, "No Child Left Behind" does require that all teachers be "highly qualified" in their subject area. Since the faculty who will be teaching High School students are Richland College faculty

members, they must meet the accreditation standards set by the Southern Association of Colleges and Schools, which meet the “highly qualified” benchmark. These standards require that a faculty member teaching courses for college transfer must have a Master’s degree with 18 successful graduate hours in the subject area. Faculty members teaching technical courses must have a bachelor’s degree in an appropriate subject and at least 3 years of work experience in that area. All of the faculty members teaching Collegiate High School students will meet these qualifications.

*Q: Will the high school provide transportation for students?*

A: The High School will not provide transportation for students except for those who qualify under federal law due to eligibility for special education and related services.

*Q: How will Richland College inform the community if it receives a charter?*

A: The college will inform the community and business groups and associations it works with, many of which have been involved in planning this application, as soon as the award is announced. Richland’s Information Services Office will lead a public information and student recruitment campaign to reach the community and attract students. College officials and the High School Principal will be available for media interviews and programs.

*Q: What will be the cut-off date for applications?*

We are still working on that, but it will be early in 2006, probably in February or March.

*Q: What will be the qualifications for students to attend the high school?*

A: A student must live in one of the school districts from which we will accept students and be eligible to enter the 11<sup>th</sup> grade by having earned enough High School credits to graduate within two years and by passing the TEKS test for the 10<sup>th</sup> grade. As a public high school, we can not deny admission to students who meet these qualifications, though we will counsel all prospective students and their parents about the academic rigor students must exercise for a successful High School experience.

*Q: What will be the effect of the high school on Richland College faculty members?*

A: Quite positive, we hope! Just as is the case now with our dual credit students, Collegiate High School students will enroll in and attend the classes they need to graduate and pursue their academic goals. Faculty members who have dual credit students in their classes often tell us how good those students are and ask for more, so we anticipate you will have a similar response to our High School students.

*Q: Will students be able to take any course offered by Richland College?*

A: Yes, they will be able to take any course for which they have met the prerequisites. Of course, our first goal is to have these students graduate from high school, so we would not allow a student to take a course that would interfere with that goal, but the curriculum includes electives to allow a student to take other courses.



*Q: How will we accommodate more students in math and science courses when we are already crowded?*

A: While our science and lower-level math courses are crowded at the mid-morning periods, we always have additional spaces at other times of the day. Since the High School students will be on-campus until 4:00 every afternoon, we can fit them into science and math courses that are meeting at the less popular times for our older college students. The High School should actually help us offer more upper-level math courses as these students complete their high school and college credits.

*Q: Will the high school require funds from Richland College's operating budget?*

A: The High School will require an investment from the college to cover start-up costs during the year before it admits students. We are prepared to supply these funds from our fund balance. In fact, we have already set those funds aside in anticipation of receiving the charter. However, once the school is in operation, the funding from TEA will cover all of our operating costs and pay back the college for its initial support.

*Q: Will the high school class schedule include weekend classes?*

A: No, all classes for High School students will be offered during regular school hours Monday through Friday. A student could take a weekend or evening class if so desired with permission from the Principal, but this would be handled on an individual basis.

*Q: Will the high school offer advocates to help students adjust to the change from attending a traditional high school?*

A: Yes, the High School will employ two or three counselors whose duties will center on helping students adjust to life on a college campus. These counselors will work with the current student support services we have to help all of our students adjust to attending college. They will also maintain communications with faculty members who are teaching High School students to assure these students are performing in the classroom as we expect. This will allow the counselor to intervene quickly if a High School student is struggling.

We will also start the High School year three weeks before the college classes begin. During that three weeks, we will offer workshops, classes, and activities to build community within that group of students and to prepare them for the college experience.

*Q: Will Richland College still offer dual credit classes outside the high school?*

A: Yes, we will continue the current dual credit program and hope to see it grow. The High School is geared for students who want immersion into college, but we realize many other students want to participate in dual credit, but remain at their current high schools until they graduate.

*Q: Will the high school students register early and close other students out of classes they need and want?*

A: No, the High School students will register when registration for all students opens. They will register through the High School counselors to assure they are taking the classes they need to graduate. Other Richland students who register when registration opens will also be able to get the classes they need.

*Q: Will the high school offer students opportunities for social development and extracurricular activities?*

A: Yes, the periods when the High School is open when college classes are not being offered, including the first three weeks in the Fall, will offer students times to develop connections. Through the learning communities and service learning projects, High School students will also build community. High School students may participate in all extracurricular activities offered by Richland College, including music, drama, and sports activities. If a group of students wants to create additional activities exclusive to the High School, we will work with them to do this, but we will wait to see what happens rather than plan specific High School activities now.

*Q: How will you build a sense of community among the students?*

A: In addition to the learning communities and service learning activities, the students will report every morning to the lounge area that houses the High School offices. We can offer activities there in the morning or during the day, such as at lunch. We will also sponsor leadership building activities and field trips during the times when college classes are not in session to help the students bond.

*Q: What is the difference between the Collegiate High School and the Texas Academy of Math & Science at UNT?*

A: The Texas Academy is a residential school where students live in dorms, while our students will continue to live at home. Also, the Academy is selective in its admissions, admitting only the students they wish to teach. The Collegiate High School is open to any student who meets the basic admission requirements and who wishes to take college-level classes.

*Q: Will the High School have a mechanism in place to assure students are moving toward their graduation?*

A: Yes, High School students will only be able to register for classes through their counselors. Before they register, students will meet with a counselor to review their progress toward graduation. The counselor will not allow a student to register in a course that will delay graduation.

*Q: What is the current average age of Richland students?*

A: The average age of a Richland student is about 28 years old, but this includes students ranging from 16 years old to students who are 80 years old and older.

*Q: Will the high school discourage older students from attending Richland?*

A: We do not think this will happen. We already have more than 300 students under the age of 18 attending Richland today and I have never had any complaints from older students.

*Q: Will you have a high school graduation ceremony?*

A: We certainly will – a great celebration!

*Q: Who will buy the textbooks?*

A: The High School will purchase the textbooks, working with the college bookstore to have them ready when classes start each semester. Textbooks will be checked out to High School students for the semester, then returned and reused as appropriate.

*Q: What will be the Superintendent's salary?*

A: Steve Mittelstet, the President of Richland College will serve as the High School Superintendent with no additional salary. David Canine will be the Assistant Superintendent, again at no additional salary. The Principal will be paid using High School funds at a salary in line with the salaries we pay academic deans.

*Q: Is the "early college/charter school" movement just a fad inspired by the money Bill Gates is offering?*

A: I see no sign of this. Charter schools continue to be started across the country. More than 400 people attended the application workshops conducted by TEA this year and that is just in Texas. Charter schools are not getting great publicity right now here in Dallas, but we see the Collegiate High School as a great opportunity to demonstrate that a charter school can play an important role in educating our young people.

We have spoken with the Gates Foundation and looked at their Early College model, but feel that we should not offer classes just for high school students; this is not our mission. We have fine school districts here that already do that. While the money is tempting, we had to tell Bill "no thanks."

*Q: How will you maintain academic rigor with the high school students?*

A: The best way to assure academic rigor is to imply otherwise to a faculty member! We take great pride in what Richland College students learn and their performance at four-year institutions justifies that pride. Since High School students will be integrated into the college classes with other Richland students, we could not "water down" the courses and maintain our reputation. I will not let that happen and I know the faculty members here are even more adamant about that than I am! We have always found that you set high expectations for all of your students and they meet those expectations.

*Q: So a high school student can "wash out" just like any other college student?*

A: Absolutely, though we will make every effort to help every High School student succeed. I will not tolerate any activities that jeopardize our academic standing in the community.

*Q: Will you have an advisory board of parents?*

A: Yes, we will have a board of interested parents to help us respond to concerns and support their children's learning.

*Q: Will faculty members have additional requirements put on them by the State to handle these students?*

A: No, the TEA has no specific additional requirements that faculty members must follow. We already take attendance in every class and document student performance. Every class has a comprehensive syllabus stating the learning outcomes and expectations for success, which

students receive the first day of class. While the High School counselors will be in frequent contact with faculty members who teach High School students, the faculty members will not have to perform extra work just for those students.

*Q: How many dual credit students does Richland College have now?*

A: In Fall 2004, we had 529 students, about 330 of whom attended classes on Richland's campus.

Audience members had no more questions, so the meeting ended at 8:45 PM.

## **ATTACHMENT I**

### **Certified Mail Receipt Cards**

The *certified mail receipt* cards showing the dates that Statement of Impact forms were received and signed for by staff of the school districts and charter schools located within the Richland Collegiate High School's geographic boundary are attached on the following pages. In cases where the certified mail receipt cards have not been returned, the certified mail receipts showing each addressee, fees paid, and the date mailed are included.

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Jenny Preston  
Allen ISD  
601 E. Main Street  
Allen, TX 75002-2837

2. Article Number (Copy from carrier label)

7003 1010 0004 8377 1831

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

T.M. Preston

7/31/05

C. Signature

x J.M.P.

☒ Agent☐ Addressee

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Joe M. Wardell  
Anna ISD  
501 S. Sherley  
Anna, TX 75409

2

7003 1010 0004 8377 1855

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

Anna ISD

7/22/05

C. Signature

x J.M.W.

☐ Agent☒ Addressee

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☒ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Carolyn Pierel  
Argyle ISD  
800 Eagle Drive  
Argyle, TX 76226-0989

2

7003 1010 0004 8377 1640

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

Tami Parthel

7/22/05

C. Signature

x T. Parthel

☐ Agent☒ Addressee

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. Mac Bernd  
Arlington ISD  
1203 W. Pioneer Pkwy.  
Arlington, TX 76013-6246

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature

X

*Mac Bernd*

☐ Agent  
☐ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

2 7003 1010 0004 8377 1718

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. James A. Monaco  
Aubrey ISD  
415 Tisdell Lane  
Aubrey, TX 76227-9619

## COMPLETE THIS SECTION ON DELIVERY

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

*Valissa Jones*

2-2-05

C. Signature

X

*V. Jones*

☐ Agent  
☐ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

2 7003 1010 0004 8377 1626

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. David Delbosque  
Avalon ISD  
104 FM 55  
Avalon, TX 76623-0455

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature

X

*David Delbosque*

☐ Agent  
☐ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 0094

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. Edd Bigbee  
Azle ISD  
300 Roe Street  
Axle, TX 76020-3194

## COMPLETE THIS SECTION ON DELIVERY

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

Tina J. Taylor 2/2/05

C. Signature

X Tina J. Taylor ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 1817

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. Stephen F. Waddell  
Birdville ISD  
6125 E. Belknap Street  
Haltom City, TX 76117-4204

## COMPLETE THIS SECTION ON DELIVERY

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

Betty J. Howe 2/2/05

C. Signature

X Betty J. Howe ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☒ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. 7003 1010 0004 8377 1725

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Jim Shurtleff  
Blue Ridge ISD  
10688 CR 504  
Blue Ridge, TX 75424

## COMPLETE THIS SECTION ON DELIVERY

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

2-2-5-05

C. Signature

X Jim Shurtleff ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☒ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 1947

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789



## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. Gary S. Mathews  
Carroll ISD  
3051 Dove Road  
Grapevine, TX 76051

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature

☐ Agent  
☐ Addressee

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

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2

7003 1010 0004 8377 2111

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. Annett T. Griffin  
Carrollton-Farmers Branch ISD  
1445 N. Perry Road  
Carrollton, TX 75006-6134

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature

☐ Agent  
☐ Addressee

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

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2

7003 1010 0004 8377 1428

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Gary S. Jones  
Castleberry ISD  
315 Churchill Road  
Ft. Worth, TX 76114-3720

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature

☐ Agent  
☐ Addressee

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

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1824

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Jim Gibson  
Cedar Hill ISD  
270 South Hwy. 67  
Cedar Hill, TX 75104-0248

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) Amela Buhr B. Date of Delivery 2-2-03  
C. Signature Amela Buhr ☐ Agent ☐ Addressee  
D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 1435

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Ken Burks  
Celina ISD  
205 S. Colorado  
Celina, TX 75009-0188

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) B. Date of Delivery  
C. Signature Ken Burks ☐ Agent ☒ Addressee  
D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 1848

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Bud Nauyokas  
Community ISD  
615 FM 1138 N  
Nevada, TX 75173-0400

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) AL Record B. Date of Delivery  
C. Signature AL Record ☐ Agent ☐ Addressee  
D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. 7003 1010 0004 8377 1954

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Jeff N. Turner  
Coppell ISD  
200 S. Denton Tap Road  
Coppell, TX 75019-3205

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) *Brian L. Houser* B. Date of Delivery *2-14-05*  
C. Signature *Brian L. Houser* ☐ Agent ☒ Addressee  
D. Is delivery address different from item 1? ☐ Yes ☒ No  
If YES, enter delivery address below:

3. Service Type  
☐ Certified Mail ☐ Express Mail  
☐ Registered ☐ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Copy from service label)

7003 1010 0004 8377 0346

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

7003 1010 0004 8377 0346

U.S. Postal Service™

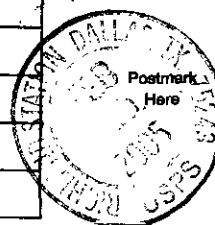
**CERTIFIED MAIL™ RECEIPT**

(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**OFFICIAL USE**

|                                                   |         |
|---------------------------------------------------|---------|
| Postage                                           | \$ .66  |
| Certified Fee                                     | 2.30    |
| Return Receipt Fee<br>(Endorsement Required)      | 1.75    |
| Restricted Delivery Fee<br>(Endorsement Required) |         |
| Total Postage & Fees                              | \$ 4.65 |



Dr. Larry Watson  
Crandall ISD  
300 W. Lewis Street  
Crandall, TX 75114

PS Form 3800, June 2002

See Reverse for Instructions

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Gregory A. Gibson  
Crowley ISD  
P. O. Box 688  
Crowley, TX 76036-0688

## COMPLETE THIS SECTION ON DELIVERY

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

J. Stephens 2-3-01

C. Signature

X. [Signature] ☒ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1800

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Larry Groppel  
Dallas ISD  
3700 Ross Avenue  
Dallas, TX 75204-5491

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature 2-4-01

X. [Signature] ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1442

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. Ray E. Braswell  
Denton ISD  
1307 N. Locust Street  
Denton, TX 76201

## COMPLETE THIS SECTION ON DELIVERY

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

Michael Brashear 2/2/05

C. Signature

X. [Signature] ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 0339

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Lloyd H. Treadwell  
Desoto ISD  
200 E. Belt Line Road  
Desoto, TX 75115-5795

**COMPLETE THIS SECTION ON DELIVERY**

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

G. Northman 2-2-05

C. Signature

X G. Northman ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1459

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Jerry Cook  
Duncanville ISD  
802 S. Main Street  
Duncanville, TX 75137-2316

**COMPLETE THIS SECTION ON DELIVERY**

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

J. F. Sutherland 2-2-05

C. Signature

X J. F. SUTHERLAND ☒ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1466

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Weldon Hafley  
Eagle Mt.-Saginaw ISD  
1200 Old Decatur Road  
Ft. Worth, TX 76179-9160

**COMPLETE THIS SECTION ON DELIVERY**

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

Kennie Blackwell 2-2-05

C. Signature

X Kennie Blackwell ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 0315

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. R. Michael Harper  
Ennis ISD  
303 W. Knox  
Ennis, TX 75119-3957

**COMPLETE THIS SECTION ON DELIVERY**

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

C. Signature

X

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

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.4. Restricted Delivery? (Extra Fee) ☐ Yes

2. A

7003 1010 0004 8377 0032

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Jeri Pfeifer  
Everman ISD  
608 Townley Drive  
Everman, TX 76140-5206

**COMPLETE THIS SECTION ON DELIVERY**

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

Norlette Dancer

C. Signature

X Norlette Dancer

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

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1732

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Jeff Adams  
Farmersville ISD  
501 Hwy. 78 N  
Farmersville, TX 75442-0472

**COMPLETE THIS SECTION ON DELIVERY**

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

Lela Hurst

3/2/05

C. Signature

X Lela Hurst

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

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1862

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Michael L. Bodine  
Ferris ISD  
303 E. 5th Street  
Ferris, TX 75125-2225

## COMPLETE THIS SECTION ON DELIVERY

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

Jamey Weave 2-4-05

C. Signature

X Jamey Weave

☐ Agent  
☐ Addressee
D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

2

7003 1010 0004 8377 0100

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Joe P. Ross  
Ft. Worth ISD  
100 N. University Drive  
Ft. Worth, TX 76107-3010

## COMPLETE THIS SECTION ON DELIVERY

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

Javier Castro 2/2/05

C. Signature

X Javier Castro

☐ Agent  
☐ Addressee
D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Michael T. Smith  
Forney ISD  
600 S. Bois D'Arc Street  
Forney, TX 75126-9682

## COMPLETE THIS SECTION ON DELIVERY

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

Lopez 2-2-05

C. Signature

X Virginia C. Lopez

☐ Agent  
☐ Addressee
D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 0155

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Rick Reedy  
Frisco ISD  
6942 W. Maple  
Frisco, TX 75034-3401

**COMPLETE THIS SECTION ON DELIVERY**

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

E. Montanery 7/12

C. Signature

X E. Montanery ☐ Agent  
☐ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1879

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Curtis Culwell  
Garland ISD  
501 S. Jupiter  
Garland, TX 75042-7108

**COMPLETE THIS SECTION ON DELIVERY**

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

A. Spencer 2-3-05

C. Signature

X A. Spencer ☐ Agent  
☐ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1473

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. David Barbosa  
Grand Prairie ISD  
2602 S. Beltline Road  
Grand Prairie, TX 75052-5344

**COMPLETE THIS SECTION ON DELIVERY**

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

Kathy Tye 2/20/05

C. Signature

X Kathy Tye ☐ Agent  
☐ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1480

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789



**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Kay Waggoner, Ph. D.  
Grapevine-Colleville ISD  
305 Ira E. Woods Ave.  
Grapevine, TX 76051-3897

2. *A*

7003 1010 0004 8377 1749

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

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

Joanne Wilson 2-3-05

C. Signature

X *Joanne Wilson* ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Cathy Bryce  
Highland Park ISD  
7015 Westchester Drive  
Dallas, TX 75205-1061

7003 1010 0004 8377 1497

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

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

M. J. / M. J. 2-4-05

C. Signature

X *M. J. / M. J.* ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Gene Buinger, Ed. D.  
Hurst-Euless-Bedford ISD  
1849 A Central Drive  
Bedford, TX 76022-6096

7003 1010 0004 8377 0308

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

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

Marlie E. Vega 2-4-05

C. Signature

X *Marlie E. Vega* ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Jack E. Singley  
Irving ISD  
2621 W. Airport Freeway  
Irving, TX 75062-6020

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

2-2-05

C. Signature

X *Matt Singley* ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 1503

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Mike Clifton  
Italy ISD  
300 S. College  
Italy, TX 76651

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

2-2-05

C. Signature

X *Mike Clifton* ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. 7003 1010 0004 8377 0049

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Bruce Wood  
Kaufman ISD  
1000 S. Houston Street  
Kaufman, TX 75142-2298

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

Linda Chance 2-6-05

C. Signature

X *Linda Chance* ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 0162

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. James Veitenheimer  
Keller ISD  
350 Keller Parkw  
Keller, TX 76248-3447

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

C. Signature

X

☒ Agent☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☒ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

2 7003 1010 0004 8377 1763

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Gary W. Dugger  
Kennedale ISD  
P. O. Box 467  
Kennedale, TX 76060-0467

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

C. Signature

X

☐ Agent☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 0292

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. James O. Whithead, Sr.  
Kemp ISD  
905 South Main  
Kemp, TX 75143

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

X

C. Signature

☐ Agent☐ AddresseeD. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 0179

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Troy L. Hamr  
Krum ISD  
809 E. McCart  
Krum, TX 76249-9649

## COMPLETE THIS SECTION ON DELIVERY

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

Cindy Moore 2-2-08

C. Signature

X Cindy Moore

☐ Agent☐ Addressee

D. Is delivery address different from item 1?

If YES, enter delivery address below:

☐ Yes☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

2.

7003 1010 0004 8377 1602

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Thomas A. Davenport  
Lake Dallas ISD  
315 Hundley Drive  
Lake Dallas, TX 75065-2629

## COMPLETE THIS SECTION ON DELIVERY

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

C. Ashley 2-2-05

C. Signature

X C Ashley

☒ Agent☐ Addressee

D. Is delivery address different from item 1?

If YES, enter delivery address below:

☒ Yes☐ No

P.O. Box 548  
Lake Dallas TX  
75065-0948

3. Service Type

☒ Certified Mail☐ Express Mail☐ Registered☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2.

7003 1010 0004 8377 0018

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. Janice Cooper  
Lake Worth ISD  
6800 Telephone Road  
Lake Worth ISD

## COMPLETE THIS SECTION ON DELIVERY

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

Kim Hutton 2-11-05

C. Signature

X Kim Hutton

☐ Agent☐ Addressee

D. Is delivery address different from item 1?

If YES, enter delivery address below:

☐ Yes☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

2.

7003 1010 0004 8377 1206

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Larry Lewis  
Lancaster ISD  
1201 N. Dallas Ave.  
Lancaster, TX 75146-1621

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) Cheryl Taylor B. Date of Delivery 2-2-05
- C. Signature [Signature] ☒ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes ☒ No  
If YES, enter delivery address below:

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1510

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Jerry W. Roy  
Lewisville ISD  
1800 Timber Creek Road  
Lewisville, TX 75028-1198

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) Carlos Moreno B. Date of Delivery 2-8-05
- C. Signature [Signature] ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes ☒ No  
If YES, enter delivery address below:

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. 7003 1010 0004 8377 1589

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Steve Murray  
Little Elm ISD  
500 Lobo Lane  
Little Elm, TX 75068-5220

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) Joan Shopley B. Date of Delivery 2-2-05
- C. Signature [Signature] ☒ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes ☒ No  
If YES, enter delivery address below:

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 0087

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Ms. Carol Ray  
Lovejoy ISD  
259 Country Club Road  
Allen, TX 75002-7643

## COMPLETE THIS SECTION ON DELIVERY

- A. Received by (Please Print Clearly) *John Pinner* B. Date of Delivery *2-2-05*
- C. Signature *X John Pinner* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type  
☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1961

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. Russell D. Marshall  
Mabank ISD  
124 E. Market Street  
Mabank, TX 75147-8377

## COMPLETE THIS SECTION ON DELIVERY

- A. Received by (Please Print Clearly) *Doyle Lewis* B. Date of Delivery *2-2-05*
- C. Signature *X Doyle Lewis* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type  
☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. 7003 1010 0004 8377 0186

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Vernon Newsom  
Mansfield ISD  
605 E. Broad Street  
Mansfield, TX 76063-1794

## COMPLETE THIS SECTION ON DELIVERY

- A. Received by (Please Print Clearly) *SHARLENE NEWSOM* B. Date of Delivery *2-14-05*
- C. Signature *X Sharlene Newsom* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type  
☐ Certified Mail ☐ Express Mail  
☐ Registered ☐ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Copy from service label)

7003 1010 0004 8377 0407

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Diane E. Thornton  
Masonic Home ISD  
3600 Wichita Street  
Ft. Worth, TX 76119-2864

**COMPLETE THIS SECTION ON DELIVERY**

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

Diane E. Thornton 2/2/05

C. Signature

x Diane E. Thornton

☐ Agent  
☐ Addressee
D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1787

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. A. Lynn Dehart  
Maypearl ISD  
309 Main Street  
Maypearl, TX 76064-0040

**COMPLETE THIS SECTION ON DELIVERY**

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

James Dehart 2/13/05

C. Signature

x James Dehart

☐ Agent  
☐ Addressee
D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. 7003 1010 0004 8377 0070

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Tom Crowe  
McKinney ISD  
#1 Duvall Street  
McKinney, TX 75069-3211

**COMPLETE THIS SECTION ON DELIVERY**

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

Bobb. Hanna 2.02.05

C. Signature

x Bobb. Hanna

☐ Agent  
☐ Addressee
D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☒ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1886

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Loyd Jason Smith  
Melissa ISD  
1904 Cooper  
Melissa, TX 75454-0127

## COMPLETE THIS SECTION ON DELIVERY

- A. Received by (Please Print Clearly) *Larry A. Coe* B. Date of Delivery *2-2-05*
- C. Signature  
X *Larry A. Coe* ☒ Agent  
☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☒ No

3. Service Type  
☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1893

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. James P. Terry  
Mesquite ISD  
405 E. Davis Street  
Mesquite, TX 75149-4701

## COMPLETE THIS SECTION ON DELIVERY

- A. Received by (Please Print Clearly) *Amado Bazar* B. Date of Delivery
- C. Signature  
X *Amado Bazar* ☐ Agent  
☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type *USPS*  
☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1527

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. J. D. Kennedy  
Midlothian ISD  
100 Walker Stephenson Road  
Midlothian, TX 76065-3418

## COMPLETE THIS SECTION ON DELIVERY

- A. Received by (Please Print Clearly) *Lisa Garrison* B. Date of Delivery
- C. Signature  
X *Lisa Garrison* ☐ Agent  
☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type  
☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 0117

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789



## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Alan R. Oakley  
Milford ISD  
700 S. Main  
Milford, TX 76670-0545

## COMPLETE THIS SECTION ON DELIVERY

- A. Received by (Please Print Clearly) *LHA Morgan* B. Date of Delivery *2-2-05*
- C. Signature *x LHA Morgan* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

## 3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

2 7003 1010 0004 8377 0056

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

Postage \$ *6.00*

Certified Fee *2.30*

Return Receipt Fee (Endorsement Required) *1.75*

Restricted Delivery Fee (Endorsement Required)

Total Postage & Fees \$ *10.05*

Postmark Here

3 Mr. Keith Sockwell  
3 Northwest ISD  
3 2001 Texan Drive  
3 Justin, TX 76247

PS Form 3800, June 2002 See Reverse for Instructions

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Larry D. Carson  
Palmer ISD  
315 W. Jefferson Street  
Palmer, TX 75152-0790

## COMPLETE THIS SECTION ON DELIVERY

- A. Received by (Please Print Clearly) *Nancy Palmer* B. Date of Delivery *FEB 2 2005*
- C. Signature *x Nancy Palmer* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☒ Yes  
If YES, enter delivery address below: ☐ No

## 3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

2 7003 1010 0004 8377 0124

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

| SENDER: COMPLETE THIS SECTION                                                                                                                                                                                                                                                                                                    | COMPLETE THIS SECTION ON DELIVERY                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>■ Print your name and address on the reverse so that we can return the card to you.</li> <li>■ Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul> | <p>A. Received by (Please Print Clearly) <u>Gail A. Hammons</u>    B. Date of Delivery <u>2-2-05</u></p> <p>C. Signature <u>X Gail A. Hammons</u>    <input type="checkbox"/> Agent<br/> <input type="checkbox"/> Addressee</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes<br/> If YES, enter delivery address below: <input type="checkbox"/> No</p>     |
| <p>1. Article Addressed to:</p> <p style="text-align: center; margin-top: 20px;">Mr. Cloyce L. Purcell<br/>Pilot Point ISD<br/>829 S. Harrison Street<br/>Pilot Point, TX 76258-9584</p>                                                                                                                                         | <p>3. Service Type<br/> <input checked="" type="checkbox"/> Certified Mail    <input type="checkbox"/> Express Mail<br/> <input type="checkbox"/> Registered    <input checked="" type="checkbox"/> Return Receipt for Merchandise<br/> <input type="checkbox"/> Insured Mail    <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p> |
| <p>7003 1010 0004 8377 1596</p>                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>PS Form 3811, July 1999      Domestic Return Receipt      102595-99-M-1789</p>                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                              |

| SENDER: COMPLETE THIS SECTION                                                                                                                                                                                                                                                                                                    | COMPLETE THIS SECTION ON DELIVERY                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>■ Print your name and address on the reverse so that we can return the card to you.</li> <li>■ Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul> | <p>A. Received by (Please Print Clearly) <u>G. Ball</u>    B. Date of Delivery <u>2-2</u></p> <p>C. Signature <u>X M. Ball</u>    <input type="checkbox"/> Agent<br/> <input type="checkbox"/> Addressee</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes<br/> If YES, enter delivery address below: <input type="checkbox"/> No</p>                        |
| <p>1. Article Addressed to:</p> <p style="text-align: center; margin-top: 20px;">Dr. Douglas W. Otto<br/>Plano ISD<br/>2700 W. 15th Street<br/>Plano, TX 75075-5898</p>                                                                                                                                                          | <p>3. Service Type<br/> <input checked="" type="checkbox"/> Certified Mail    <input type="checkbox"/> Express Mail<br/> <input type="checkbox"/> Registered    <input checked="" type="checkbox"/> Return Receipt for Merchandise<br/> <input type="checkbox"/> Insured Mail    <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p> |
| <p>2. 7003 1010 0004 8377 1909</p>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>PS Form 3811, July 1999      Domestic Return Receipt      102595-99-M-1789</p>                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                              |

| SENDER: COMPLETE THIS SECTION                                                                                                                                                                                                                                                                                                    | COMPLETE THIS SECTION ON DELIVERY                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>■ Print your name and address on the reverse so that we can return the card to you.</li> <li>■ Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul> | <p>A. Received by (Please Print Clearly) <u>Mary McElroy</u>    B. Date of Delivery <u>2-2-05</u></p> <p>C. Signature <u>X Mary McElroy</u>    <input type="checkbox"/> Agent<br/> <input type="checkbox"/> Addressee</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes<br/> If YES, enter delivery address below: <input type="checkbox"/> No</p>           |
| <p>1. Article Addressed to:</p> <p style="text-align: center; margin-top: 20px;">Dr. Byron Welch, II<br/>Ponder ISD<br/>P. O. Box 278<br/>Ponder, TX 76259-0278</p>                                                                                                                                                              | <p>3. Service Type<br/> <input checked="" type="checkbox"/> Certified Mail    <input type="checkbox"/> Express Mail<br/> <input type="checkbox"/> Registered    <input checked="" type="checkbox"/> Return Receipt for Merchandise<br/> <input type="checkbox"/> Insured Mail    <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p> |
| <p>2. 7003 1010 0004 8377 1619</p>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>PS Form 3811, July 1999      Domestic Return Receipt      102595-99-M-1789</p>                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                              |

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Philip D. Anthony  
Princeton ISD  
321 Panther Parkway  
Princeton, TX 75407-1002

2. 7003 1010 0004 8377 1916

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

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

Peggy Cook 2-2-05

C. Signature

☒ Agent  
☐ Addressee

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

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Jason D. Watkins  
Prosper ISD  
605 E. 7th Street  
Prosper, TX 75078-0100

2. 7003 1010 0004 8377 1923

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

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

B. J. D. Watkins

C. Signature

☒ Agent  
☐ Addressee

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

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Wilburn G. Roesler  
Red Oak ISD  
156 Louise Ritter Blvd.  
Red Oak, TX 75154

2. 7003 1010 0004 8377 0063

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

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

Patsy Rye 2-4-05

C. Signature

☒ Agent  
☐ Addressee

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

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Jim Nelson  
Richardson ISD  
400 S. Greenville Ave.  
Richardson, TX 75081-4198

2.

7003 1010 0004 8377 1534

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature ☐ Agent  
x ☐ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Gene Burton  
Rockwall ISD  
1050 Williams  
Rockwall, TX 75087-3832

2.

7003 1010 0004 8377 0216

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature ☐ Agent  
x ☐ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Buddy Echols  
Royse City ISD  
115 East I-30  
Royse City, TX 75189-0479

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature ☐ Agent  
x ☐ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1213

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

9540 2259 4000 0101 5007

U.S. Postal Service<sup>TM</sup>  
**CERTIFIED MAIL<sup>TM</sup> RECEIPT**  
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

|                                                   |         |
|---------------------------------------------------|---------|
| Postage                                           | \$ 60   |
| Certified Fee                                     | 230     |
| Return Receipt Fee<br>(Endorsement Required)      | 1.75    |
| Restricted Delivery Fee<br>(Endorsement Required) |         |
| Total Postage & Fees                              | \$ 4.65 |

Postmark  
Here

Sent Mr. Jack Biggerstaff  
Sanger ISD  
601 Elm Street  
Sanger, TX 76226-9635

Form 3800, June 2002

**SENDER: COMPLETE THIS SECTION**

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

Article Addressed to:

Mr. Michael French  
Scurry-Rosser ISD  
10705 S. State Hwy. 34  
Scurry, TX 75158-3163

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) Jenita Taliaferro B. Date of Delivery 2-2-05

C. Signature Jenita Taliaferro ☐ Agent ☐ Addressee

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

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 0209

PS Form 3811, July 1999

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Seth Adams  
Sunnyvale ISD  
417 E. Tripp Road  
Sunnyvale, TX 75182-9544

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) S Bellows B. Date of Delivery 2-3-05

C. Signature S Bellows ☐ Agent ☐ Addressee

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

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1541

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Walt L. Davis  
Terrell ISD  
700 N. Catherine Street  
Terrell, TX 75160-2659

2. A

7003 1010 0004 8377 0193

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) 2-2-5  
B. Date of Delivery
- C. Signature  
☒ R. Moss ☒ Agent  
☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Bobby E. Parker, Jr.  
Waxahachie ISD  
411 N. Gibson Street  
Waxahachie, TX 75165-3007

2

7003 1010 0004 8377 0131

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) Linda M. Hughes 2/2/05  
B. Date of Delivery
- C. Signature  
☒ Linda M. Hughes ☐ Agent  
☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Susan J. Simpson  
White Settlement ISD  
401 S. Cherry Lane  
White Settlement, TX 76108-2521

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) B. Hartley 2-2-05  
B. Date of Delivery
- C. Signature  
☒ B. Hartley ☐ Agent  
☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 0322

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

| SENDER: COMPLETE THIS SECTION                                                                                                                                                                                                                                                                                                    | COMPLETE THIS SECTION ON DELIVERY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>■ Print your name and address on the reverse so that we can return the card to you.</li> <li>■ Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul> | <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>A. Received by (Please Print Clearly)<br/><i>James Damm</i></p> </div> <div style="width: 35%;"> <p>B. Date of Delivery<br/><i>2-2-05</i></p> </div> </div> <p>C. Signature<br/> <div style="display: flex; justify-content: space-between; align-items: center;"> <span style="font-size: 1.5em;">X</span> <div style="flex-grow: 1;"> </div> <div style="width: 100px;"> <input type="checkbox"/> Agent<br/> <input checked="" type="checkbox"/> Addressee </div> </div> </p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes<br/> If YES, enter delivery address below: <input type="checkbox"/> No</p> |
| <p>1. Article Addressed to:</p> <p style="text-align: center; margin-top: 20px;"> <b>Mr. James Damm</b><br/> <b>Wilmer-Hutchins ISD</b><br/> <b>3820 E. Illinois Ave.</b><br/> <b>Dallas, TX 75216-4140</b> </p>                                                                                                                 | <p>3. Service Type</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Certified Mail<br/> <input type="checkbox"/> Registered<br/> <input type="checkbox"/> Insured Mail </div> <div style="width: 45%;"> <input type="checkbox"/> Express Mail<br/> <input checked="" type="checkbox"/> Return Receipt for Merchandise<br/> <input type="checkbox"/> C.O.D. </div> </div> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>                                                                                                                                                                                                     |
| <p>2. <span style="font-family: monospace; font-size: 1.2em;">7003 1010 0004 8377 1558</span></p>                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <div style="display: flex; justify-content: space-between;"> <span>PS Form 3811, July 1999</span> <span>Domestic Return Receipt</span> <span>102595-99-M-1789</span> </div>                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| SENDER: COMPLETE THIS SECTION                                                                                                                                                                                                                                                                                                    | COMPLETE THIS SECTION ON DELIVERY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>■ Print your name and address on the reverse so that we can return the card to you.</li> <li>■ Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul> | <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>A. Received by (Please Print Clearly)<br/><i>Dr. John Fuller</i></p> </div> <div style="width: 35%;"> <p>B. Date of Delivery<br/><i>2-2-05</i></p> </div> </div> <p>C. Signature<br/> <div style="display: flex; justify-content: space-between; align-items: center;"> <span style="font-size: 1.5em;">X</span> <div style="flex-grow: 1;"> </div> <div style="width: 100px;"> <input type="checkbox"/> Agent<br/> <input type="checkbox"/> Addressee </div> </div> </p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes<br/> If YES, enter delivery address below: <input type="checkbox"/> No</p> |
| <p>1. Article Addressed to:</p> <p style="text-align: center; margin-top: 20px;"> <b>Dr. John Fuller</b><br/> <b>Wylie ISD</b><br/> <b>P. O. Box 490</b><br/> <b>Wylie, TX 75098-0490</b> </p>                                                                                                                                   | <p>3. Service Type</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Certified Mail<br/> <input type="checkbox"/> Registered<br/> <input type="checkbox"/> Insured Mail </div> <div style="width: 45%;"> <input type="checkbox"/> Express Mail<br/> <input checked="" type="checkbox"/> Return Receipt for Merchandise<br/> <input type="checkbox"/> C.O.D. </div> </div> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>                                                                                                                                                                                               |
| <p>2. <span style="font-family: monospace; font-size: 1.2em;">7003 1010 0004 8377 1930</span></p>                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <div style="display: flex; justify-content: space-between;"> <span>PS Form 3811, July 1999</span> <span>Domestic Return Receipt</span> <span>102595-99-M-1789</span> </div>                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Gerald Rosebure  
A+ Academy  
10327 Rylie Road  
Dallas, TX 75217

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) *P. Leach* B. Date of Delivery *2/2/05*
- C. Signature *P. Leach* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. A

7003 1010 0004 8377 2067

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Betty Milledge  
Academy of Dallas  
1030 Oak Park Drive  
Dallas, TX 75232

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) B. Date of Delivery *2-3-05*
- C. Signature *Margie Ward* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 1336

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Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Armond W. Brown  
A.W. Brown-Fellowship Charter School  
6901 S. Westmoreland Road  
Dallas, TX 75237

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) *Pauline Dunn* B. Date of Delivery *2/3/05*
- C. Signature *Pauline Dunn* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

2.

7003 1010 0004 8377 1978

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789



## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Charles H. York  
Alpha Charter School  
701 W. State Street  
Garland, TX 75040

2. 7003 1010 0004 8377 2098

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Domestic Return Receipt

102595-99-M-1789

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature B. Hill ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. James Collins  
Arlington Classics Academy  
2111 Roosevelt Drive  
Arlington, TX 76013

2. 7003 1010 0004 8377 0247

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Domestic Return Receipt

102595-99-M-1789

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature Chandi Keen ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Sherwin Allen  
Children First Academy of Dallas  
5409 N. Jim Miller Rd., Ste. #223  
Dallas, TX 75227-152

## COMPLETE THIS SECTION ON DELIVERY

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

C. Signature M. Herod ☐ Agent ☐ AddresseeD. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes2. 7003 1010 0004 8377 1343

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Domestic Return Receipt

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**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Yolanda Cruz  
Dallas Can Academy Charter  
325 W. 12th Street, Suite 200  
Dallas, TX 75208

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) *Katy Wilson* B. Date of Delivery *7-2-05*  
C. Signature *[Signature]*  
☒ Agent  
☐ Addressee  
D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1275

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Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mjs. Terrybeth N. Ford  
Dallas Community Charter School  
924 Wayne Street  
Dallas, TX 75223

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) B. Date of Delivery *7-16-05*  
C. Signature *Lisa Lopez*  
☒ Agent  
☐ Addressee  
D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No  
*LISA Lopez*

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Copy from service label)

7003 1010 0004 8377 0353

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Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Floyd L. Jackson  
Dallas County Juvenile Justice  
2600 Lone Star Dr., Box 5  
Dallas, TX 75212

A. Received by (Please Print Clearly) B. Date of Delivery  
C. Signature *O Hernandez*  
☒ Agent  
☐ Addressee  
D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1367

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Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Rick Sorrels  
Dallas County Schools  
612 N. Zang Blvd.  
Dallas, TX 75208-4399

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) B. Date of Delivery  
2-2-05
- C. Signature  
*Maria M. Almaguer* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes ☐ No  
If YES, enter delivery address below:

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1244

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Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Alan Wimberley  
Eagle Academy of Dallas  
405 SH 121 ByPass, Building D, #100  
Lewisville, TX 75067-8192

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) B. Date of Delivery  
2-4-05
- C. Signature  
*Alan Moore* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes ☐ No  
If YES, enter delivery address below:

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

2 7003 1010 0004 8377 2029

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Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

Mr. Alan Wimberley  
Eagle Academy of Ft. Worth  
405 SH 121 Bypass, Building D, Suite 100  
Lewisville, TX 75067-8192

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) B. Date of Delivery  
Rita Norwood 2-2-05
- C. Signature  
*Rita Norwood* ☒ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes ☐ No  
If YES, enter delivery address below:

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 0285

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Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Allen D. Beck  
Eagle Advantage Schools  
4010 Joseph Hardin Dr., Ste. #135  
Dallas, TX 75236

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) B. Date of Delivery  
2-2-05
- C. Signature  
X  ☒ Agent  
☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1299

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Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Joyce Brown  
East Ft. Worth Montessori Academy  
501 Oakland Blvd.  
Ft. Worth, TX 76103

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) B. Date of Delivery  
Mayra Molina 2-2-05
- C. Signature  
X  ☐ Agent  
☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1695

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Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Nick G. Farley  
Education Center  
5901 Crestwood Place  
Little Elm, TX 75068

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) B. Date of Delivery  
Nick Farley 2-14-05
- C. Signature  
X  ☐ Agent  
☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type  
☐ Certified Mail ☐ Express Mail  
☐ Registered ☐ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 0537

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Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Donna Townsend  
Education Center International Academy  
2800 W. Kingsley  
Garland, TX 75041

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

C. Signature

x *Freddie Fuller*☐ Agent☐ Addressee

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes2. **7003 1010 0004 8377 2104**

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Debra Miller  
Erath Excels Academy, Inc.  
2900 W. Washington, Suite 12  
Stephenville, TX 76401-3710

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

*Karen Jackson*

B. Date of Delivery

*2-2-05*

C. Signature

x *Karen Jackson*☐ Agent☐ Addressee

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes**7003 1010 0004 8377 0254**

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Cynthia Jones Trigg  
Evolution Academy Charter School  
1100 Business Parkway  
Richardson, TX 75081

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

C. Signature

x *Paul Burk*☐ Agent☐ Addressee

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number (Copy from service label)

**7003 1010 0004 8377 1381**

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Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Ted Purcell  
Faith Family Academy of Oak Cliff  
300 W. Kiest Blvd.  
Dallas, TX 75224

**COMPLETE THIS SECTION ON DELIVERY**

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

C. Signature ☐ Agent  
☐ Addressee

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

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1374

PS Form 3811, July 1999

Domestic Return Receipt

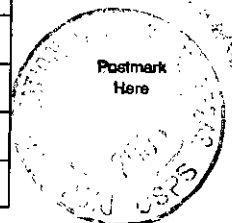
102595-99-M-1789

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

OFFICIAL USE

Postage \$ .40  
Certified Fee 2.30  
Return Receipt Fee (Endorsement Required) 1.75  
Restricted Delivery Fee (Endorsement Required)  
Total Postage & Fees \$ 4.45



Sent To Mr. Leroy McClure  
Focus Learning Academy  
2524 W. Ledbetter Drive  
Dallas, TX 75237

PS Form 3811, July 1999

See reverse for instructions

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Yolanda Cruz  
Forth Worth Can Academy  
4301 Campus Drive, Suite D  
Ft. Worth, TX 76119

**COMPLETE THIS SECTION ON DELIVERY**

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

C. Signature ☐ Agent  
☐ Addressee

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

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 0261

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Dollie Blevins  
Ft. Worth Academy of Fine Arts  
3901 S. Hulen Street  
Ft. Worth, TX 76109

2. 7003 1010 0004 8377 1671

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

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

C. Signature

*Flaminio Stein*☐ Agent  
☐ AddresseeD. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.4. Restricted Delivery? (Extra Fee) ☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Robbie L. Moore  
Gateway Charter Academy  
6103 Houston School Road  
Dallas, TX 75241

7003 1010 0004 8377 2081

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

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

*Demetrius Lead*

9/09/05

C. Signature

*Demetrius Lead*☐ Agent  
☐ AddresseeD. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.4. Restricted Delivery? (Extra Fee) ☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Vincente Delgado  
Golden Rule Charter School  
2602 W. Illinois Ave.  
Dallas, TX 75233

7003 1010 0004 8377 1398

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

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

C. Signature

*Vincente M. Castro*☐ Agent  
☐ AddresseeD. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.4. Restricted Delivery? (Extra Fee) ☐ Yes

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Ms. Jimmie L. Cockrell  
Honors Academy  
4300 MacArthur Ave., Ste., #160  
Dallas, TX 75209

2. 7003 1010 0004 8377 2036

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## COMPLETE THIS SECTION ON DELIVERY

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

Sara Tolley 1/2/05

C. Signature

X Sara Tolley

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

U.S. Postal Service™

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7003 1010 0004 8377 2036

Postage

\$ 4.00

Certified Fee

2.30

Return Receipt Fee  
(Endorsement Required)

1.75

Restricted Delivery Fee  
(Endorsement Required)

Total Postage &amp; Fees

\$ 4.65

Postmark  
Here

Ms. Delores Beal  
I Am That I Am Academy  
P. O. Box 41614  
Dallas, TX 75241

PS Form 3800, June 2002

See Reverse for Instructions

## SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Mr. Gerald Rosebure  
Inspired Vision Academy  
10327 Rylie Road  
Dallas, TX 75217

2. 7003 1010 0004 8377 2074

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

## COMPLETE THIS SECTION ON DELIVERY

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

Pleach 2/2/05

C. Signature

X Pleach

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes



**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Sue Hill  
Jean Massieu Academy  
823 N. Center Street  
Arlington, TX 76011

2. Article

7003 1010 0004 8377 2005

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) B. Date of Delivery  
2/2/05
- C. Signature  
X *Marissa Margery* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Steven Colmus  
Kipp Truth Academy  
3200 S. Lancaster Rd., Ste., #230A  
Dallas, TX 75216

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) B. Date of Delivery  
2-3-05
- C. Signature  
X *Rosa Turner* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Thomas E. Wilson  
Life School  
4400 South R. L. Thorton Fwy.  
Dallas, TX 75244-5110

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**COMPLETE THIS SECTION ON DELIVERY**

- A. Received by (Please Print Clearly) B. Date of Delivery  
2/2
- C. Signature  
X *Helen Peters* ☐ Agent ☐ Addressee
- D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 1305

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Albert McCombs  
Metro Charter Academy  
500 Houston Street  
Arlington, TX 76011

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) *Raquel Riojas* B. Date of Delivery *7/25*  
C. Signature *Raquel Riojas* ☐ Agent ☐ Addressee  
X *Raquel Riojas*  
D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type  
☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.  
4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1664

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Raymond E. Doerge  
North Hills School  
606 E. Royal Lane  
Irving, TX 75039-3503

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) *S. Halmon* B. Date of Delivery *7-2-05*  
C. Signature *S. Halmon* ☒ Agent ☐ Addressee  
X *S. Halmon*  
D. Is delivery address different from item 1? ☒ Yes  
If YES, enter delivery address below: ☒ No

3. Service Type  
☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.  
4. Restricted Delivery? (Extra Fee) ☐ Yes

2 7003 1010 0004 8377 1268

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Donna Houston-Woods  
Nova Charter School  
P. O. Box 170127  
Dallas, TX 75217

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) B. Date of Delivery *7-8-05*  
C. Signature *Donna Houston-Woods* ☐ Agent ☒ Addressee  
X *Donna Houston-Woods*  
D. Is delivery address different from item 1? ☒ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type  
☒ Certified Mail ☐ Express Mail  
☐ Registered ☒ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.  
4. Restricted Delivery? (Extra Fee) ☐ Yes

2 7003 1010 0004 8377 2043

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Donna Houston-Woods  
Nova Charter School, Southeast  
301 Bruton Road  
Dallas, TX 75217

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery  
2-3-05

C. Signature

☒ Agent  
☐ Addressee
D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 1329

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Virginia P. Lannen  
School of Liberal Arts and Sciences  
Akard, Suite 203  
TX 75201

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery  
2-4-05

C. Signature

☒ Agent  
☐ Addressee
D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 1251

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Norman Hall  
Richard Milburn Academy  
6777 Camp Bowie Blvd., Suite 300  
Ft. Worth, TX 76116-7155

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly)

B. Date of Delivery

C. Signature

☒ Agent  
☐ Addressee
D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 1701

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. H. M. Willard  
School of Liberal Arts and Science  
831 W. Tenth Street  
Dallas, TX 75208

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) B. Date of Delivery  
C. Signature *[Signature]* ☐ Agent ☒ Addressee  
D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. F

7003 1010 0004 8377 2012

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**U.S. Postal Service™  
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For delivery information visit our website at [www.usps.com](http://www.usps.com)

7003 1010 0004 8377 0452

|                                                   |         |
|---------------------------------------------------|---------|
| Postage                                           | \$ 60   |
| Certified Fee                                     | 2.30    |
| Return Receipt Fee<br>(Endorsement Required)      | 1.75    |
| Restricted Delivery Fee<br>(Endorsement Required) |         |
| Total Postage & Fees                              | \$ 4.65 |

Postmark  
Here

Mr. David Ray  
St. Anthony School  
3732 Myrtle Street  
Dallas, TX 75215

PS Form 3800, June 2002

See Reverse for Instructions

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Jesse W. Jackson  
Theresa B. Lee Academy  
4327 E. Lancaster Ave  
Ft. Worth, TX 76103

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) B. Date of Delivery  
C. Signature *[Signature]* ☐ Agent ☒ Addressee  
D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

☐ Yes

7003 1010 0004 8377 0278

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Betty L. Blanchard  
Treetops School International  
12500 S. Pipeline Road  
Euless, TX 76040-5853

**COMPLETE THIS SECTION ON DELIVERY**

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

C. Signature

☒ Agent  
☒ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 0230

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. H. M. Willard  
Trinity Basin Preparatory  
P. O. Box 5129  
Dallas, TX 75208

**COMPLETE THIS SECTION ON DELIVERY**

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

C. Signature

☒ Agent  
☒ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1350

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Diane Harris  
Universal Academy  
2616 N. MacArthur Blvd.  
Irving, TX 75062-5401

**COMPLETE THIS SECTION ON DELIVERY**

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

C. Signature

☒ Agent  
☒ Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

7003 1010 0004 8377 1312

PS Form 3811, July 1999

Domestic Return Receipt

102595-99-M-1789

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Dr. Alfred F. Hurley  
University of North Texas  
P. O. Box 311220  
Denton, TX 76203-5307

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) Gen Jennifer Behndergl B. Date of Delivery 2/3/05  
C. Signature Jennifer Behndergl ☒ Agent ☐ Addressee  
D. Is delivery address different from item 1? ☐ Yes ☐ No  
If YES, enter delivery address below:

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. 7003 1010 0004

P



102595-99-M-1789

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**OFFICIAL USE**

|                                                |                |
|------------------------------------------------|----------------|
| Postage                                        | \$ 1.60        |
| Certified Fee                                  | 2.30           |
| Return Receipt Fee (Endorsement Required)      | 1.75           |
| Restricted Delivery Fee (Endorsement Required) |                |
| <b>Total Postage &amp; Fees</b>                | <b>\$ 4.65</b> |

Postmark Here

to Mr. Ted Purcell  
to Waxahachie Faith Family Academy  
or 701 Ovilla Road  
to Waxahachie, TX 75165

PS Form 3811, June 2002 See Reverse for Instructions

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Mr. Trent O. Petty  
Westlake Academy Charter School  
2600 Ottinger Road  
Westlake, TX 76262

**COMPLETE THIS SECTION ON DELIVERY**

A. Received by (Please Print Clearly) Daniela White B. Date of Delivery 02-02  
C. Signature D. White ☐ Agent ☐ Addressee  
D. Is delivery address different from item 1? ☐ Yes ☐ No  
If YES, enter delivery address below:

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. 7003 1010 0004 8377 1688

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ms. Melody Gibbs  
Winfree Academy  
6221 Riverside Drive, Ste. #110  
Irving, TX 75039

**COMPLETE THIS SECTION ON DELIVERY**

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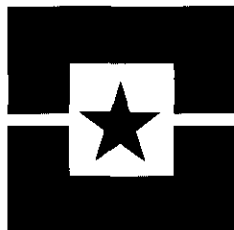
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## **ATTACHMENT J**

### **Most Recent Audit Report**

The audit report submitted by the independent auditors of Deloitte & Touche LLP for the fiscal year ending August 31, 2004, follows this page.





# DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

**Financial Statements and  
Office of Management and  
Budget Circular A-133  
Supplemental Financial  
and Compliance Report**

Together With Reports of  
Independent Auditors

**August 31, 2004  
and 2003**

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

FINANCIAL STATEMENTS

YEARS ENDED AUGUST 31, 2004 AND 2003

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DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

ORGANIZATIONAL DATA

AUGUST 31, 2004

Board of Trustees

Officers

|                  |            |
|------------------|------------|
| Jerry Prater     | Chair      |
| Pattie T. Powell | Vice-Chair |
| Jesus Carreon    | Secretary  |

Members

|                          |                       | <u>Term Expires</u> |
|--------------------------|-----------------------|---------------------|
| Marion K. Boyle          | Irving, Texas         | 2008                |
| Charletta Rogers Compton | Dallas, Texas         | 2006                |
| Bob Ferguson             | Farmers Branch, Texas | 2010                |
| Diana Flores             | Dallas, Texas         | 2008                |
| Martha Sanchez Metzger   | Mesquite, Texas       | 2010                |
| Pattie T. Powell         | Dallas, Texas         | 2006                |
| Jerry Prater             | Garland, Texas        | 2010                |

Key Officers

|                 |                                                |
|-----------------|------------------------------------------------|
| Jesus Carreon   | Chancellor                                     |
| Richard McCrary | Interim Vice Chancellor of Educational Affairs |
| Bob Brown       | Vice Chancellor of Business Affairs            |
| Bill F. Tucker  | Vice Chancellor of Planning and Development    |

## Letter to the Community

We are pleased to introduce a snapshot of the financial condition of the Dallas County Community College District. This *Annual Financial Report* for the fiscal years ended August 31, 2004 and 2003 has been prepared with the highest standards for accountability in mind. This statement follows the form prescribed by the Governmental Accounting Standards Board, a national rule-making body for accounting. It incorporates the latest pronouncements of this body which will show for the first time, the addition of an affiliated organization to the District, The Dallas County Community College District Foundation.

Within this report are three reports provided by our external auditors, Deloitte & Touche, which gives the assurance that these statements are prepared in conformance with Generally Accepted Accounting Principles as practiced in the United States and the rules prescribed by the Federal government under the Office of Management and Budget Circular A-133. This report is designed to inform interested parties of the District's financial condition. It shows the results of its operations during the fiscal year and the related flow of cash resources. In addition, there is a narrative section in which the financial operations and condition are discussed and compared to the prior year. The last section of the report contains special compliance elements as required by the Federal government through their Circular A-133, mentioned above. The State of Texas has also adopted the provisions of Circular A-133. The Circular A-133 reports account for funds that are provided to the District, by the Federal and State government for contracts, grants and financial aid.



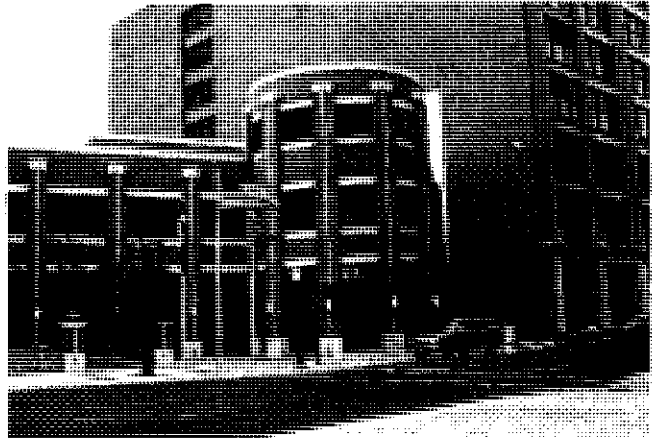
In many ways, the District began a new era during this past year. The District has developed a comprehensive master plan for facility expansion and upgrade. The Board of Trustees authorized the District to seek authorization from the voters of Dallas County to issue capital improvement general obligation tax bonds in the amount of \$450 million. This strong positive affirmation by the voters will provide for a substantial expansion over the next seven to ten years to meet the educational demands of the area into the next decade and

beyond. This capital program will provide increased access by students through five new remote satellite education centers and badly needed expansion of facilities to accommodate the demands of allied health, general classroom and lab space along with student support and activity space.

During the past year, the first issue of bonds amounting to \$70 million was authorized by the Board of Trustees, providing for the purchase and development of five centers located in expanding and underserved sectors of Dallas County. With the initial sale of General Obligation (G.O.) tax bonds, the District requested a rating from three credit rating firms. Moody's Investors Service, Inc., Standard & Poors, Inc. and Fitch Ratings all rated the District's G.O. bonds triple-A. This highest rating provided a very low cost of capital in the initial offering, and sets the stage for additional facility development as the District prepares for the coming 12 to 15 years.

This year was also marked by continued enrollment growth. Enrollment in credit classes increased 1.45% over the previous fiscal year as measured by contact hours. The District-wide headcount enrollment for credit classes increased 5.47% vs. the previous fiscal year. This enrollment growth is in keeping with the Texas Higher Education Coordinating Board's goal to close the gap by 2015 between population growth, particularly focused on minority populations, and the educational capacity to meet that demand.

Educational space has been expanded to accommodate the strong growth that the District has maintained over the past three fiscal years. During the year the following facilities were under construction: Expansion/renovation of LeCroy Center for Telecommunication, a new science building at Eastfield College, and a new student center at El Centro College (pictured). In total the District now has facilities in twelve locations amounting to 3,560,000 square feet.



A high level of planned maintenance of its facilities was continued this year with a program to provide an additional \$40 million through the issuance of Maintenance Tax Notes. This issuance completed a two stage maintenance financing program of \$50 million during the last two years.

We trust that the financial story of the District told within the pages of this report illustrates to our readers, representing the various public sectors and financially interested organizations that support the Dallas County Community College District, the accomplishments and undertakings of the District for the past year as well as its financial soundness.

Respectfully submitted,

A handwritten signature in cursive script, reading "Bob Brown".

Bob Brown, CPA  
Vice Chancellor for Business Affairs

A handwritten signature in cursive script, reading "Jesus Carreon".

Jesus Carreon, EdD  
Chancellor

## INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of  
Dallas County Community College District

We have audited the accompanying basic financial statements of Dallas County Community College District (the "District") as of and for the years ended August 31, 2004 and 2003, and the Statement of Net Assets and Statement of Revenues, Expenses and Changes in Net Assets as of and for the year ended August 31, 2004 for its discretely presented component unit, as listed in the table of contents. These financial statements are the responsibility of District management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Dallas County Community College District as of August 31, 2004 and 2003, and the changes in its financial position and its cash flows for the years then ended and the financial position and changes in financial position as of and for the year ended August 31, 2004 of its discretely presented component unit in conformity with accounting principles generally accepted in the United States of America.

As described in Note 1 to the financial statements, during the year ended August 31, 2004, the District implemented Governmental Accounting Standards Board Statement No. 39, *Determining Whether Certain Organizations are Component Units*. The prior year was not restated for the inclusion of the component unit.

The management's discussion and analysis as listed in the table of contents is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. This information is the responsibility of the District's management. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming an opinion on the District's basic financial statements. The supplemental schedules and statistical tables, which are the responsibility of District management, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The supplemental schedules have been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, are fairly stated in all material respects in relation to the financial statements taken as a whole. The statistical tables have not been subjected to the auditing procedures applied by us in the audit of the basic financial statements and, accordingly, we express no opinion on them.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of the District, taken as a whole. The accompanying schedule of expenditures of federal and state awards (the "schedule") for the year ended August 31, 2004 is presented for the purpose of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*, and the State of Texas Single Audit Circular and is not a required part of the basic financial statements. This schedule is the responsibility of the management of the District. Such schedule has been subjected to the auditing procedures applied in our audit of the basic financial statements and, in our opinion, is fairly stated in all material respects when considered in relation to the basic financial statements taken as a whole.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 6, 2004, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit conducted in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

*Deloitte & Touche LLP*

December 6, 2004

# Dallas County Community College District

## Management's Discussion and Analysis

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Following is management's discussion and analysis of the financial activity of the Dallas County Community College District (the "District") for the fiscal years ended August 31, 2004 and 2003. This section is designed to help readers understand some of the conditions and events contributing to the current financial position of the District as well as to point out trends and changes in the results of operations. Please read it in conjunction with the transmittal Letter to the Community, the District's basic financial statements and the footnotes (see Table of Contents). Responsibility for the completeness and fairness of this information rests with the District.

### Financial Highlights for 2004

- The District's net assets at August 31, 2004 are reported at \$346.1 million. Approximately 69.7% of the net assets amount reflects the investment in capital assets net of related debt.
- The District's operating loss is \$189.7 million.
- Net assets increased \$12.9 million.

### Financial Highlights for 2003

- The District's net assets at August 31, 2003 are reported at \$333.2 million. Approximately 64.7% of the net assets amount reflects the investment in capital assets net of related debt.
- The District's operating loss is \$185.0 million.
- After taxes and state appropriations and other non-operating revenues and expenses, the loss is \$4.4 million. As a result, net assets decreased during the year by this amount

### Overview of Financial Statements

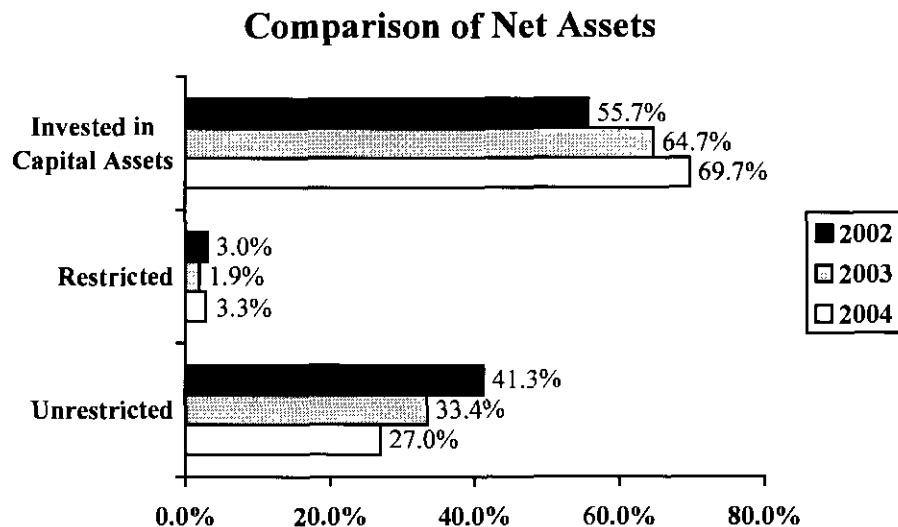
The District qualifies as a special-purpose government engaged in business-type activities and the financial statements are prepared on that basis. The resulting financial statement format focuses on the District as a whole. The District's basic financial statements are designed to emulate the corporate presentation model whereby the District's fiscal activities are consolidated into one column total. Comparative data from the prior year is shown in a separate column on the face of each of the statements.

The financial statement format consists of three primary statements: the Statement of Net Assets, the Statement of Revenues, Expenses and Changes in Net Assets, and the Statement of Cash Flows. As required by GASB 34, an accrual basis of accounting is employed. This means that transactions are recorded as incurred rather than when cash changes hands.

The focus of the Statement of Net Assets is to illustrate the financial position of the District at a point in time. This statement exhibits the current financial resources (short-term spendable assets) along with assets planned to be held for more than a year, shows amounts owed against those assets, and reveals the net assets available to the District for further endeavors.



The following is a graphic illustration of the breakdown of net assets for the years ended August 31, 2002 through 2004. Unrestricted net assets have decreased inversely as capital assets net of related debt have increased.



Operating revenues show a steady increase rising 5.4% from \$92.9 million to \$97.9 million for the periods ended August 31, 2002 and 2003 respectively and an additional 6.3% to \$104.1 for the period ended August 31, 2004. Operating expenses also increased steadily rising by 4.4% from \$271.1 million to \$282.9 million for the periods ended August 31, 2002 and 2003 respectively and 3.8% more to \$293.7 million for the period ended August 31, 2004. The increase in operating expenses has been outpacing the increase in operating revenues from fiscal year 2002 to 2004, resulting in a higher net operating loss each of the past two fiscal years.

Major sources of operating revenue are tuition and various grants & contracts. Tuition revenue is reported net of allowances for various federal, state and local grants including those associated with the Title IV Higher Education Administration Program. Additionally, state mandated or locally approved remissions and exemptions are reported as discounts against tuition. The percent of contribution of tuition is greater than that for grants and contracts in 2002 but is surpassed by the percent of contribution of grants and contracts for 2003, and this trend continues for the year ended August 31, 2004. Grants and contracts provided over half of operating revenue in both 2003 and 2004 (see graph on page 11).

Accounting principles generally accepted in the United States of America prohibit reporting as operating revenue two major sources of revenue of the District—state appropriations and ad valorem tax revenues--on the basis that each represents revenue from non-exchange transactions. Accordingly, state appropriations and ad valorem taxes collected are reported as non-operating revenue. After dropping \$4.8 million or 4.5% between the years ended August 31, 2002 and 2003 due to cuts in state funding late in the year, state appropriations increased slightly for the year ended August 31, 2004 by \$1.1 million or 1.1%. Tax revenue net of collection fees and bad debt increased a significant \$23.6 million or 30.7% between the years ended August 31, 2003 and 2004 compared to the \$2.4 million or 3.2% between the years ended August 31, 2002 and 2003. Gross tax revenue (before bad debt allowances and collection fees) has now exceeded state appropriations as the primary funding source. Another non-operating revenue, investment revenue, dropped significantly between August 31, 2002 and 2003 due to the drop in interest rates and the reduction of funds available for investment as spending for capital projects increased. Investment revenue stayed relatively flat between the years ended August 31, 2003 and 2004.

There were no “other expenses” reported for the years ended August 31, 2003 or 2004. But for the year ended August 31, 2002, the District had an “other expense” of \$47.2 million associated with the write down of capital assets due to a change of capitalization threshold from \$500 to \$5,000. The decrease in net assets after considering all revenues and expenses was \$4.4 million and \$49.1 million for the years ended August 31, 2003 and 2002 respectively—a difference of \$44.7 million or 90.9%.

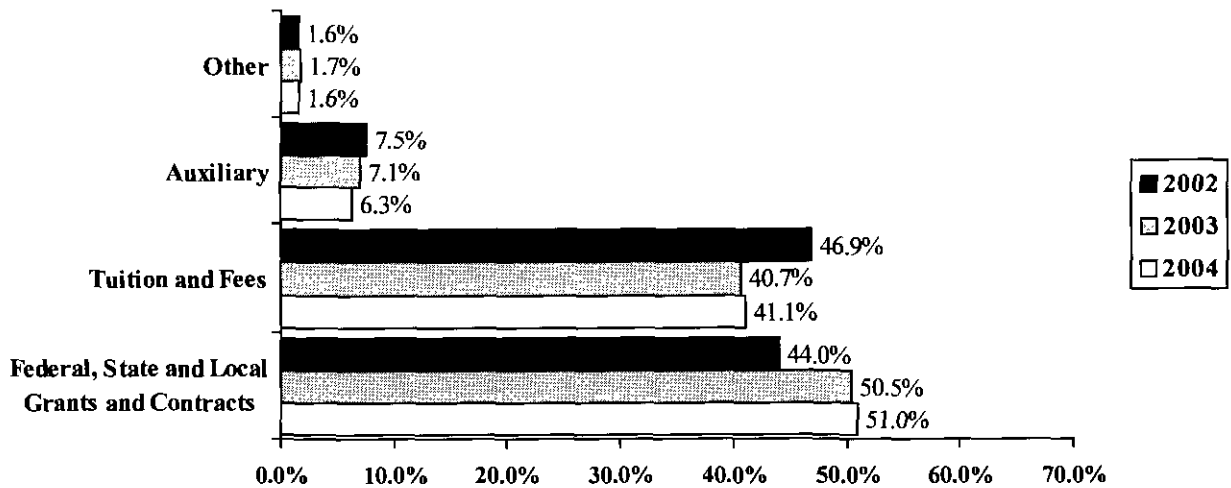
This information is summarized in the table below, which was prepared from the Statement of Revenues, Expenses, and Changes in Net Assets (Exhibit 2).

**REVENUES, EXPENSES, AND CHANGES IN NET ASSETS**  
**YEARS ENDED AUGUST 31, 2002 THROUGH 2004**  
(In Thousands)

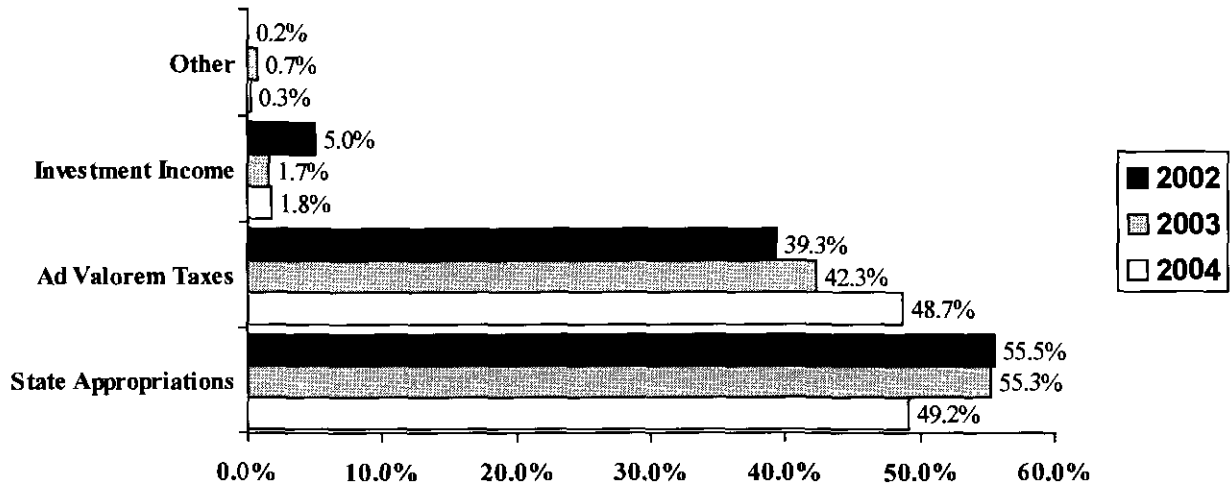
|                                                     | <b>Fiscal Year<br/>2002</b> | <b>Difference</b> | <b>Fiscal Year<br/>2003</b> | <b>Difference</b> | <b>Fiscal Year<br/>2004</b> |
|-----------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|
| OPERATING REVENUE                                   | \$ 92,937                   | \$ 4,944          | \$ 97,881                   | \$ 6,207          | \$ 104,088                  |
| LESS OPERATING EXPENSES                             | <u>271,050</u>              | <u>11,818</u>     | <u>282,868</u>              | <u>10,876</u>     | <u>293,744</u>              |
| NET OPERATING LOSS                                  | (178,113)                   | (6,874)           | (184,987)                   | (4,669)           | (189,656)                   |
| NON-OPERATING REVENUE<br>AND EXPENSE                | 176,177                     | 4,364             | 180,541                     | 22,052            | 202,593                     |
| OTHER EXPENSES—Change in<br>capitalization policies | <u>(47,174)</u>             | <u>47,174</u>     | <u>-</u>                    | <u>-</u>          | <u>-</u>                    |
| INCREASE/(DECREASE) IN NET<br>ASSETS                | (49,110)                    | 44,664            | (4,446)                     | 17,383            | 12,937                      |
| NET ASSETS BEGINNING OF YEAR                        | <u>386,725</u>              | <u>(49,110)</u>   | <u>337,615</u>              | <u>(4,446)</u>    | <u>333,169</u>              |
| NET ASSETS END OF YEAR                              | <u>\$ 337,615</u>           | <u>\$ (4,446)</u> | <u>\$ 333,169</u>           | <u>\$ 12,937</u>  | <u>\$ 346,106</u>           |

The following are graphic illustrations of revenues by source for the years ended August 31, 2004, 2003 and 2002.

### Revenue by Source Operating Revenues



### Non-operating Revenues



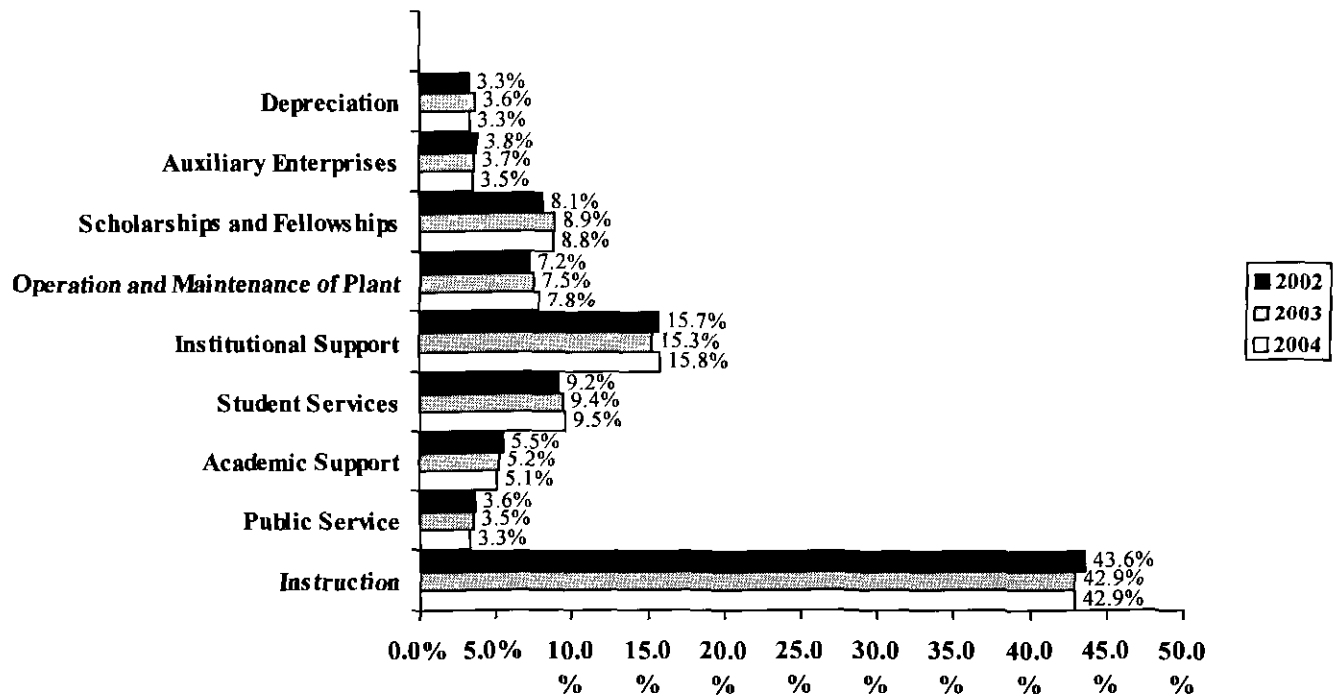
The breakdown of operating expenses by functional area for the years ended August 31, 2002 through 2004 appears in the following table.

**OPERATING EXPENSES**  
**YEARS ENDED AUGUST 31, 2002 THROUGH 2004**  
(In Thousands)

|                                    | Fiscal Year<br>2002 | Difference      | Fiscal Year<br>2003 | Difference      | Fiscal Year<br>2004 |
|------------------------------------|---------------------|-----------------|---------------------|-----------------|---------------------|
| <b>OPERATING EXPENSE</b>           |                     |                 |                     |                 |                     |
| Instruction                        | \$118,222           | \$ 3,228        | \$121,450           | \$ 4,684        | \$126,134           |
| Public service                     | 9,685               | 269             | 9,954               | (237)           | 9,717               |
| Academic support                   | 14,942              | (118)           | 14,824              | 300             | 15,124              |
| Student services                   | 24,982              | 1,653           | 26,635              | 1,317           | 27,952              |
| Institutional support              | 42,471              | 920             | 43,391              | 2,899           | 46,290              |
| Operation and maintenance of plant | 19,736              | 1,351           | 21,087              | 1,696           | 22,783              |
| Scholarships and fellowships       | 21,875              | 3,137           | 25,012              | 772             | 25,784              |
| Auxiliary enterprises              | 10,207              | 241             | 10,448              | (139)           | 10,309              |
| Depreciation                       | 8,930               | 1,137           | 10,067              | (416)           | 9,651               |
| <b>TOTAL</b>                       | <b>\$271,050</b>    | <b>\$11,818</b> | <b>\$282,868</b>    | <b>\$10,876</b> | <b>\$293,744</b>    |

The following is a graphic illustration of operating expenses for fiscal years 2002 through 2004.

**Operating Expenses**



As would be expected, the bulk of operating expenses are for instruction with a trend of steady growth in keeping with the growth in revenue and shown by an increase of \$3.2 million or 2.7% for the periods ended August 31, 2002 to 2003 and \$4.7 million or 3.9% for the periods ended August 31, 2003 to 2004. The rate of growth in instructional expenses from 2002 to 2003 is in contrast to an overall rate of increase in operating expenses of \$11.8 million or 4.4% over fiscal 2002. On the other hand the rate of increase in instructional expenses from 2003 to 2004 is very similar to the overall rate of increase in operating expenses of \$10.9 million or 3.8%.

As required when meeting the criteria delineated in GASB 39, this year the District has included the statements of the Foundation following each of its own statements. For the fiscal year ended August 31, 2003, the Foundation's net assets were \$18.9 million, an amount that represents 5.7% of the District's net assets for the same period. For the fiscal year ended August 31, 2004, the Foundation's net assets were \$26.6 million, which represents 7.7% of the District's net assets for the same fiscal year. The income from the Foundation is partially used to fund grants and scholarships for the students and employees of the District. However, most of the Foundation's assets are permanently restricted and therefore not available for the District's direct use. Restricted assets of the Foundation were \$17.9 million and \$20.9 million for the years ended August 31, 2003 and 2004 respectively.

### **Financial Analysis**

Overall, cash and investments decreased \$19.7 million or 10.6% from August 31, 2002 to August 31, 2003. But for the years ended August 31, 2003 to August 31, 2004, cash and investments increased \$17.2 million or 10.3%. During the earlier time period, the District had been in the highest expenditure phase of its \$78 million capital improvement plan. Although \$10 million of maintenance tax notes were sold during that period, increasing the amount of available cash, facility construction caused a net decrease in available cash and investments. However, for the year just ended, an additional \$40 million of maintenance tax notes was issued to continue a major initiative for planned maintenance. But while this increased the availability of cash and investments, the original capital improvement plan drew on close to \$19 million of resources to continue working toward completion of that program. This year short term investments were utilized for part of the proceeds from the sale of maintenance tax notes. With an uncertain interest environment, a ladder approach to investment was used so that money would be available as needed for the tax note projects. Cash was reduced also due to purchase of a building for \$11.1 million as part of the new capital improvement program, funding for which was approved by Dallas County voters in May 2004. An increase in the tax rate for the year ended August 31, 2004 helped increase the cash supply.

A jump from \$62.8 million in "capital assets not subject to depreciation" for the year ended August 31, 2002 to \$111.1 million for the year ended August 31, 2004 in increments of \$27.9 million and \$20.8 million is evidence of heightened activity in construction over the last two years.

A second issue of maintenance tax notes for \$40 million (see the discussion in the section below on Capital Asset and Non-Current Debt Activity) was sold in April 2004. This increased the amount of outstanding debt. The first issue of \$10 million had a rather aggressive payback schedule, so the amount of current bonds payable outstanding for the year ended August 31, 2003 represented repayment of roughly 50% of the proceeds plus interest. The non-current bonds payable is increased for the second issue as reflected in the Statement of Net Assets for August 31, 2004 because repayment is scheduled over a ten year period.

Several items have changed affecting tuition revenue over the past two fiscal years. Surprisingly, despite a record number of student enrollments for Fall 2002 and Spring 2003 that were 9.7% above the corresponding previous terms and a \$4 per credit hour increase that started in the summer of 2003, net tuition revenue decreased for the year ended August 31, 2003 over that for the year ended August 31, 2002. This was

attributable to discounts generated by a tuition pilot in which classes in underutilized time periods were half of regular tuition combined with a high increase in financial aid recipients, 20% for some programs, whose tuition also was discounted. The reduced tuition pilot accounted for \$1.8 million of discounts for the year ended August 31, 2003. Discounts overall increased a total of 84.5% over the previous fiscal year. Another factor that reduced tuition for that time period is the fact that one college did not conduct a second summer session and several colleges omitted minimesters due to state funding cuts in the spring of 2003. On the other hand, net tuition revenue for the year ended August 31, 2004 increased \$3.0 million or 7.5% over the previous fiscal year. Although there was no reduced tuition pilot, other discounts increased by \$3.5 million or 34.8%. But in addition to having no reduced tuition pilot a full year of increased tuition and a 5.5% increase in student enrollments for the year offset the increased discounts.

Considering the increase in enrollment for the year ended August 31, 2003 over the prior year, the increase in operating expenses was somewhat modest at \$11.8 million or 4.4%. The increase in direct instructional costs accounts for approximately 27.3% of the increase in operating expenses. Another 26.5% of the increase was attributable to the increase in scholarships related to the influx of financial aid recipients previously mentioned. For the fiscal year ended August 31, 2004, the increase in instructional expenses was \$4.7 million or 3.9% and represented about 43.1% of the \$10.9 million increase in operating expenses. Part of the increase stems from the Board of Trustee's charge to increase the proportion of full time faculty as compared to adjunct faculty. As a result 37 new full-time faculty members were hired. In addition, in response to the increasing demand for education, the Board had increased the tax rate, which gave the colleges more revenue to spend to meet that demand.

Non-operating revenues and expenses fluctuated significantly from August 31, 2002 through 2004. In the early spring of 2003, the State of Texas recognized a budget deficit in state revenue and remedied that in part through a 7% reduction of general state appropriations to community colleges. Due to various adjustments and portions of state appropriations that were not affected by the reduction, the actual decrease in state appropriations as a whole to the District was \$4.8 million or approximately 4.5%. The new legislative session in January of 2003 restored some of the lost appropriations for fiscal year 2004 but did not return them to previous levels. Maintenance ad valorem tax revenue, net of collection fees and bad debt expense, increased \$2.4 million or 3.2% for the year ended August 31, 2003. Since the tax rate stayed the same in 2003 as it did in 2002, the increase is attributable to the District's net assessed valuation increase of \$3.9 billion dollars. But for the year ended August 31, 2004, net tax revenue increased \$23.6 million or 30.7% over the previous year. The tax base was slightly down, but the tax rate was increased from \$.06 per \$100 of valuation to \$.0778 per \$100 of valuation. Of that amount, approximately \$.0042 per \$100 valuation has been committed for payment of maintenance tax notes. General economic conditions contributed to the major decrease in investment income between August 31, 2002 and 2003 as interest rates plummeted. But the reduction in interest income of \$6.5 million dollars or 67.8% was primarily due to a reduced base as capital spending occurred. Investment income was up \$0.6 million or 18.4% for the year ended August 31, 2004. There was no comparable non-operating expense in fiscal year 2003 to the legal expense accrued for the year ending August 31, 2002. This helped offset some of the other reductions in non-operating revenue for the year. Overall net non-operating revenues increased \$4.4 million or 2.5%. Overall net non-operating revenue increased another \$22.1 million or 12.2% for the year ended August 31, 2004, mainly related to the tax increase.

An additional \$1.7 million was accrued for legal expense, pending settlement of a lawsuit (see Note 10).

The change in capitalization threshold of \$47.2 million for the year ending August 31, 2002 was a one time event that did not have to be repeated for fiscal year 2003. Therefore the decrease in net assets for the year ending August 31, 2003 is only \$4.4 million as compared to \$49.1 million for the prior year. The increase of net assets for the year ended August 31, 2004 is \$12.9 million. This amount is expected to help support the future expansion needs in the new capital improvement plan.

## Capital Asset and Non-Current Debt Activity

As of August 31, 2002, the District had recorded \$405.7 million in capital assets, and \$159.3 million in accumulated depreciation resulting in \$246.4 million in net capital assets. By August 31, 2003, the amounts had increased \$26.8 million or 10.9%. For the year ended August 31, 2004, net capital assets increased an additional \$23.9 million or 8.7%. The following table summarizes the breakdown of capital assets by fiscal year.

### CAPITAL ASSETS, NET YEARS ENDED AUGUST 31, 2002 THROUGH 2004 (In Thousands)

|                                    | Fiscal Year<br>2002 | Difference       | Fiscal Year<br>2003 | Difference       | Fiscal Year<br>2004 |
|------------------------------------|---------------------|------------------|---------------------|------------------|---------------------|
| CAPITAL ASSETS:                    |                     |                  |                     |                  |                     |
| Land and improvements              | \$ 29,111           | \$ 1,836         | \$ 30,947           | \$ 1,460         | \$ 32,407           |
| Buildings                          | 286,511             | 2,893            | 289,404             | 9,714            | 299,118             |
| Equipment, furniture, and software | 37,840              | 3,907            | 41,747              | 2,372            | 44,119              |
| Library books                      | 8,778               | 192              | 8,970               | 249              | 9,219               |
| Construction in progress           | <u>43,463</u>       | <u>27,466</u>    | <u>70,929</u>       | <u>18,908</u>    | <u>89,837</u>       |
| Total                              | 405,703             | 36,294           | 441,997             | 32,703           | 474,700             |
| Less accumulated depreciation      | <u>(159,313)</u>    | <u>(9,449)</u>   | <u>(168,762)</u>    | <u>(8,829)</u>   | <u>(177,591)</u>    |
| Net capital assets                 | <u>\$ 246,390</u>   | <u>\$ 26,845</u> | <u>\$ 273,235</u>   | <u>\$ 23,874</u> | <u>\$ 297,109</u>   |

Each year the District conducts an audit of its facilities to determine what projects are needed to properly maintain and/or improve facilities for the benefit and safety of the students. In addition a new long range master plan for construction was developed and implemented in fiscal year 2001 with \$73 million of planned construction that later grew to \$78 million. The District made significant progress on the construction portion of this capital improvement plan in the past two years. Several of the projects are close to being completed as of fiscal year 2004. This accounts for the significant increase of \$27.5 million of construction in progress noted from the year ended August 31, 2002 to 2003 in the previous table. The \$18.9 million increase from August 31, 2003 to 2004 mainly represents two additional buildings that are nearing completion. Revenue bonds for \$40 million were issued in March 2001 in support of the long range master plan. The rest has been financed through use of unrestricted net assets.

On August 6, 2003 the District issued maintenance tax notes for the first time in the amount of \$9.9 million. A second issue occurred April 6, 2004 for additional proceeds of \$39.8 million. Maintenance tax notes are financed by the current operations portion of ad valorem taxes. Originally planned to be in three issues instead of two, the process was accelerated so that the final two proposed issues were combined into one. The tax amount committed to repayment of these notes was set to be approximately \$.0042 per \$100 of assessed valuation on real property for the duration of the notes. A somewhat aggressive repayment plan was established for the first set of notes with repayment completed in four years and the bulk in the first two years. By Texas statute the projects financed by this means may not include new construction, but rather are limited to maintenance activities.

For the past few years, plans for future expansion were under consideration. In the spring of 2004, the Board of Trustees decided to pursue presenting a plan for issuance of general obligation bonds to the voters for funding the needed expansion. Demographic studies and the Closing the Gaps report from the Texas Higher

Education Coordinating Board indicated that enrollment needs might increase by as much as 25,000 students or almost 40% by the year 2015. After determining future career needs for the region to identify the type of buildings needed, the District held a series of community forums to present the capital improvement plan and the reason for it. The voters responded by passing by an overwhelming margin the request to issue \$450 million of general obligation bonds over the next 6-7 years to fund the projects. This was the first time such a request had been made by the District of voters in almost thirty years. The first \$70 million issue was sold September 14, 2004 (see Footnote 25). Out of that amount, the first plans are to purchase land for five new education centers. Also two buildings were purchased, one just prior to year end and the other shortly after.

In preparation for selling the general obligation bonds, Standard & Poors, Inc., Moody's Investors Service, Inc. and Fitch Ratings were all approached for a credit rating. After careful review of the District's financial information and other factors, all three organizations provided the District with their highest rating of triple-A. Some of the reasons cited for the rating are (1) a strong tax base, (2) flexible revenue sources, and (3) strong fiscal management. This will provide an advantage to the District as future issues are sold. There are only a handful of community colleges in the country that have the highest rating from all three rating agencies.

Additional information on both capital assets and long term debt can be found in notes 5 and 6.

#### ***Currently Known Facts, Decisions and Conditions***

The new education centers are being located in areas of the county that have previously been underserved and/or have demonstrated need for education services. They are expected to be operational within the next two years. As these centers and other new buildings become operational, expenses are expected to increase to support them. However, they will also bring in additional revenue as student enrollments are added.

In addition, attempts to further increase the number of full time faculty are underway.

#### ***Contacting the District's Financial Management***

This financial report is designed to provide the District's citizens, taxpayers, students, investors, and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Business Affairs office at 4343 Highway 67, Mesquite, Texas 75150.



# DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

# EXHIBIT 1

## STATEMENTS OF NET ASSETS AUGUST 31, 2004 AND 2003

| ASSETS                                                                    | 2004                  | 2003                  |
|---------------------------------------------------------------------------|-----------------------|-----------------------|
| <b>CURRENT ASSETS:</b>                                                    |                       |                       |
| Cash and cash equivalents                                                 | \$ 11,236,793         | \$ 41,361,447         |
| Short-term investments                                                    | 15,577,877            | -                     |
| Accounts receivable (net of allowance for uncollectible accounts)         | 18,231,419            | 16,882,510            |
| Tuition and fees receivable (net of allowance for uncollectible accounts) | 4,655,640             | 6,947,622             |
| Taxes receivable (net of allowance for uncollectible accounts)            | 1,239,886             | 1,089,063             |
| Deferred charges                                                          | 13,150,091            | 11,820,137            |
| Notes receivable                                                          | 36,253                | 16,862                |
| Inventories                                                               | 435,762               | 571,347               |
| Prepaid expenses                                                          | 1,085,217             | 1,159,577             |
| Total current assets                                                      | 65,648,938            | 79,848,565            |
| <b>NON-CURRENT AND RESTRICTED ASSETS:</b>                                 |                       |                       |
| Restricted cash and cash equivalents                                      | 736,962               | 4,918,097             |
| Long-term investments                                                     | 156,458,798           | 120,535,852           |
| Deferred charges                                                          | 2,678,166             | 2,875,685             |
| Deposit with Bond Trustee                                                 | 5,051,635             | 5,005,089             |
| Capital assets (net) (See Note 5):                                        |                       |                       |
| Not subject to depreciation                                               | 111,059,370           | 90,442,464            |
| Subject to depreciation                                                   | 186,050,000           | 182,792,826           |
| Total non-current assets                                                  | 462,034,931           | 406,570,013           |
| <b>TOTAL ASSETS</b>                                                       | <b>527,683,869</b>    | <b>486,418,578</b>    |
| <b>LIABILITIES</b>                                                        |                       |                       |
| <b>CURRENT LIABILITIES:</b>                                               |                       |                       |
| Accounts payable                                                          | 18,100,267            | 24,319,514            |
| Accrued liabilities                                                       | 20,037,741            | 18,314,913            |
| Accrued compensable absences                                              | 5,181,377             | 4,773,684             |
| Funds held for others                                                     | 1,820,864             | 1,521,906             |
| Deferred revenues                                                         | 33,753,624            | 32,678,823            |
| Notes payable—current portion                                             | 176,821               | 169,502               |
| Bonds payable—current portion                                             | 8,006,374             | 9,148,024             |
| Total current liabilities                                                 | 87,077,068            | 90,926,366            |
| <b>NON-CURRENT AND RESTRICTED LIABILITIES:</b>                            |                       |                       |
| Restricted accrued liabilities                                            | 681,700               | 31,169                |
| Accrued compensable absences                                              | 2,185,512             | 2,326,055             |
| Notes Payable                                                             | 629,133               | 805,954               |
| Bonds payable                                                             | 91,004,130            | 59,159,696            |
| Total non-current liabilities                                             | 94,500,475            | 62,322,874            |
| <b>TOTAL LIABILITIES</b>                                                  | <b>181,577,543</b>    | <b>153,249,240</b>    |
| <b>NET ASSETS:</b>                                                        |                       |                       |
| Invested in capital assets, net of related debt                           | 241,270,602           | 215,480,290           |
| Restricted for:                                                           |                       |                       |
| Unexpended bond proceeds                                                  | 4,142,104             | -                     |
| Debt service                                                              | 7,394,286             | 6,486,525             |
| Unrestricted                                                              | 93,299,334            | 111,202,523           |
| <b>TOTAL NET ASSETS (Schedule D)</b>                                      | <b>\$ 346,106,326</b> | <b>\$ 333,169,338</b> |

The accompanying notes are an integral part of the financial statements.

**DALLAS COUNTY COMMUNITY COLLEGE  
DISTRICT FOUNDATION, INC.**

**EXHIBIT 1A**

**STATEMENT OF NET ASSETS  
AUGUST 31, 2004**

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**ASSETS**

|                                                                  |                     |
|------------------------------------------------------------------|---------------------|
| CASH AND CASH EQUIVALENTS (Note 1)                               | \$ 3,912,767        |
| INVESTMENTS (Note 2):                                            |                     |
| Debt securities                                                  | 5,667,381           |
| Common stocks                                                    | <u>10,765,124</u>   |
| Total investments                                                | 16,432,505          |
| ACCRUED INTEREST RECEIVABLE                                      | 45,329              |
| CONTRIBUTIONS RECEIVABLE (net of discount of \$844,467) (Note 3) | 6,863,543           |
| OTHER ASSETS                                                     | <u>10,360</u>       |
| TOTAL ASSETS                                                     | <u>\$27,264,504</u> |

**LIABILITIES AND NET ASSETS**

|                        |                     |
|------------------------|---------------------|
| ACCOUNTS PAYABLE       | \$ 704,901          |
| Total liabilities      | <u>704,901</u>      |
| NET ASSETS:            |                     |
| Unrestricted           | 1,441,725           |
| Temporarily restricted | 4,189,755           |
| Permanently restricted | <u>20,928,123</u>   |
| Total net assets       | <u>26,559,603</u>   |
| TOTAL                  | <u>\$27,264,504</u> |

The accompanying notes are an integral part of the financial statements.

# DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

# EXHIBIT 2

## STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS YEARS ENDED AUGUST 31, 2004 AND 2003

|                                                                                                                 | 2004                  | 2003                  |
|-----------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| OPERATING REVENUES:                                                                                             |                       |                       |
| Tuition and charges (net of discounts of \$13,401,726 and \$11,788,738, respectively)                           | \$ 42,747,402         | \$ 39,771,189         |
| Federal grants and contracts                                                                                    | 45,263,873            | 40,719,357            |
| State grants and contracts                                                                                      | 2,637,601             | 4,657,441             |
| Non-governmental grants and contracts                                                                           | 5,168,965             | 4,133,147             |
| Sales and services of educational activities                                                                    | 545,233               | 446,968               |
| Auxiliary enterprises                                                                                           | 6,591,874             | 6,975,428             |
| General operating revenues                                                                                      | <u>1,132,609</u>      | <u>1,177,256</u>      |
| Total operating revenues (Schedule A)                                                                           | 104,087,557           | 97,880,786            |
| OPERATING EXPENSES:                                                                                             |                       |                       |
| Instruction                                                                                                     | 126,133,776           | 121,450,160           |
| Public service                                                                                                  | 9,716,906             | 9,954,204             |
| Academic support                                                                                                | 15,124,294            | 14,823,518            |
| Student services                                                                                                | 27,952,422            | 26,635,350            |
| Institutional support                                                                                           | 46,289,662            | 43,391,428            |
| Operation and maintenance of plant                                                                              | 22,782,505            | 21,086,945            |
| Scholarships and fellowships                                                                                    | 25,784,407            | 25,011,776            |
| Auxiliary enterprises                                                                                           | 10,309,379            | 10,447,407            |
| Depreciation                                                                                                    | <u>9,650,637</u>      | <u>10,066,975</u>     |
| Total operating expenses (Schedule B)                                                                           | <u>293,743,988</u>    | <u>282,867,763</u>    |
| OPERATING LOSS                                                                                                  | (189,656,431)         | (184,986,977)         |
| NON-OPERATING REVENUES (EXPENSES):                                                                              |                       |                       |
| State appropriations                                                                                            | 101,689,042           | 100,623,986           |
| Maintenance ad valorem taxes (net of bad debt and collection fees of \$2,365,421 and \$2,349,764, respectively) | 100,559,482           | 76,921,860            |
| Gifts                                                                                                           | 316,618               | 723,092               |
| Investment income                                                                                               | 3,639,583             | 3,073,000             |
| Gain on sale of investment                                                                                      | 84,757                | 78,220                |
| Contributions in aid of construction                                                                            | -                     | 495,952               |
| Interest on capital related debt                                                                                | (1,904,536)           | (735,065)             |
| Loss on disposal of fixed assets                                                                                | (251,296)             | (238,206)             |
| Accrual for legal expense                                                                                       | (1,682,923)           | -                     |
| Other non-operating revenue                                                                                     | 182,224               | 52,225                |
| Other non-operating expense                                                                                     | <u>(39,532)</u>       | <u>(453,827)</u>      |
| Net non-operating revenues (Schedule C)                                                                         | 202,593,419           | 180,541,237           |
| INCREASE (DECREASE) IN NET ASSETS                                                                               | 12,936,988            | (4,445,740)           |
| NET ASSETS:                                                                                                     |                       |                       |
| Net Assets—Beginning of Year                                                                                    | <u>333,169,338</u>    | <u>337,615,078</u>    |
| Net Assets—End of Year                                                                                          | <u>\$ 346,106,326</u> | <u>\$ 333,169,338</u> |

The accompanying notes are an integral part of the financial statements.

**DALLAS COUNTY COMMUNITY COLLEGE  
DISTRICT FOUNDATION, INC.**

**EXHIBIT 2A**

**STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS  
YEAR ENDED AUGUST 31, 2004**

|                                                  | <b>Unrestricted<br/>Net Assets</b> | <b>Temporarily<br/>Restricted<br/>Net Assets</b> | <b>Permanently<br/>Restricted<br/>Net Assets</b> | <b>Total</b>        |
|--------------------------------------------------|------------------------------------|--------------------------------------------------|--------------------------------------------------|---------------------|
| <b>REVENUES, GAINS, OTHER SUPPORT:</b>           |                                    |                                                  |                                                  |                     |
| Contributions                                    | \$ 141,351                         | \$1,100,978                                      | \$ 6,887,724                                     | \$ 8,130,053        |
| Interest income                                  | 85,211                             | 368,084                                          | -                                                | 453,295             |
| Contributed salaries                             | 213,683                            | -                                                | -                                                | 213,683             |
| Net realized gains/(losses) on investments       | 192,334                            | 686,917                                          | -                                                | 879,251             |
| Net unrealized gains on investments              | <u>318,521</u>                     | <u>-</u>                                         | <u>-</u>                                         | <u>318,521</u>      |
| Total revenues, gains, other support             | <u>951,100</u>                     | <u>2,155,979</u>                                 | <u>6,887,724</u>                                 | <u>9,994,803</u>    |
| <b>PROGRAM AND SUPPORT SERVICES:</b>             |                                    |                                                  |                                                  |                     |
| Grants and scholarships                          | 119,416                            | 1,847,472                                        | -                                                | 1,966,888           |
| Management and general                           | 302,948                            | -                                                | -                                                | 302,948             |
| Fundraising                                      | <u>106,155</u>                     | <u>-</u>                                         | <u>-</u>                                         | <u>106,155</u>      |
| Total expenses and amounts remitted<br>to others | 528,519                            | 1,847,472                                        | -                                                | 2,375,991           |
| <b>TRANSFERS BETWEEN FUNDS</b>                   | <u>-</u>                           | <u>5,543</u>                                     | <u>(5,543)</u>                                   | <u>-</u>            |
| <b>CHANGE IN NET ASSETS</b>                      | 422,581                            | 314,050                                          | 6,882,181                                        | 7,618,812           |
| <b>NET ASSETS—Beginning of year (note 1)</b>     | <u>1,019,144</u>                   | <u>3,875,705</u>                                 | <u>14,045,942</u>                                | <u>18,940,791</u>   |
| <b>NET ASSETS—End of year</b>                    | <u>\$1,441,725</u>                 | <u>\$4,189,755</u>                               | <u>\$20,928,123</u>                              | <u>\$26,559,603</u> |

The accompanying notes are an integral part of the financial statements.

# DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

# EXHIBIT 3

## STATEMENTS OF CASH FLOWS

YEARS ENDED AUGUST 31, 2004 AND 2003

|                                                                                                  | 2004                 | 2003                 |
|--------------------------------------------------------------------------------------------------|----------------------|----------------------|
| <b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>                                                     |                      |                      |
| Receipts from students and other customers                                                       | \$ 51,964,320        | \$ 47,168,342        |
| Receipts from grants and contracts                                                               | 52,418,406           | 47,491,141           |
| Payments to suppliers for goods and services                                                     | (65,426,737)         | (52,226,869)         |
| Payments to or on behalf of employees                                                            | (195,533,562)        | (189,637,593)        |
| Payments for scholarships and fellowships                                                        | (28,821,323)         | (23,845,238)         |
| Loans issued to students                                                                         | (48,276)             | (37,485)             |
| Collection of loans to students                                                                  | 29,891               | 60,580               |
| Other receipts                                                                                   | 1,131,603            | 1,162,849            |
| Net cash used by operating activities                                                            | (184,285,678)        | (169,864,273)        |
| <b>CASH FLOWS FROM NON-CAPITAL FINANCING ACTIVITIES:</b>                                         |                      |                      |
| Receipts from ad valorem taxes                                                                   | 102,465,184          | 78,284,332           |
| Payments for collection of taxes                                                                 | (2,056,526)          | (1,572,716)          |
| Receipts from state appropriations                                                               | 101,689,042          | 100,623,986          |
| Receipts from student organizations and other agency transactions                                | 5,040,959            | 4,148,503            |
| Payments to student organizations and other agency transactions                                  | (4,742,001)          | (4,130,193)          |
| Proceeds from note borrowings                                                                    | -                    | -                    |
| Payments on notes - principal                                                                    | (169,502)            | (162,485)            |
| Payments on notes - interest                                                                     | (38,779)             | (45,796)             |
| Other receipts                                                                                   | 182,224              | 71,369               |
| Other payments                                                                                   | -                    | -                    |
| Net cash provided by noncapital financing activities                                             | 202,370,601          | 177,217,000          |
| <b>CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES:</b>                                             |                      |                      |
| Proceeds on issuance of capital debt                                                             | 39,815,606           | 9,911,997            |
| Contribution received in aid of construction                                                     | -                    | 495,952              |
| Proceeds from the sale of capital assets                                                         | 6,768                | 240,447              |
| Purchases of capital assets                                                                      | (32,634,772)         | (35,331,960)         |
| Payments on capital debt - principal                                                             | (9,080,000)          | (3,635,000)          |
| Payments on capital debt - interest                                                              | (2,796,106)          | (2,748,013)          |
| Net cash used by capital and related financing activities                                        | (4,688,504)          | (31,066,577)         |
| <b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>                                                     |                      |                      |
| Proceeds from sales and maturities of investments                                                | 149,907,767          | 104,078,220          |
| Interest on investments                                                                          | 5,417,940            | 6,326,837            |
| Purchase of investments                                                                          | (203,027,915)        | (80,799,000)         |
| Net cash provided/used by investing activities                                                   | (47,702,208)         | 29,606,057           |
| <b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>                                          | <b>(34,305,789)</b>  | <b>5,892,207</b>     |
| <b>CASH AND CASH EQUIVALENTS—September 1</b>                                                     | <b>46,279,544</b>    | <b>40,387,337</b>    |
| <b>CASH AND CASH EQUIVALENTS—August 31</b>                                                       | <b>\$ 11,973,755</b> | <b>\$ 46,279,544</b> |
| <b>RECONCILIATION OF NET OPERATING LOSS TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES:</b> |                      |                      |
| Operating loss                                                                                   | \$(189,656,431)      | \$(184,986,977)      |
| Adjustments to reconcile net loss to net cash provided (used) by operating activities:           |                      |                      |
| Depreciation expense                                                                             | 9,650,637            | 10,066,975           |
| Bad debt expense                                                                                 | 215,893              | 729,401              |
| Changes in assets and liabilities:                                                               |                      |                      |
| Receivables (net)                                                                                | 630,418              | (4,601,198)          |
| Deferred expenses                                                                                | (821,154)            | (466,612)            |
| Inventories                                                                                      | 135,585              | 15,299               |
| Notes receivable                                                                                 | (19,391)             | 8,688                |
| Prepaid expenses                                                                                 | 74,360               | 33,601               |
| Accounts payable                                                                                 | (6,219,247)          | 4,021,750            |
| Accrued liabilities                                                                              | 381,701              | 702,119              |
| Compensated absences                                                                             | 267,150              | 1,329,087            |
| Deferred revenue                                                                                 | 1,074,801            | 3,283,594            |
| Net cash used by operating activities                                                            | \$(184,285,678)      | \$(169,864,273)      |

The accompanying notes are an integral part of the financial statements.

# DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

## NOTES TO THE FINANCIAL STATEMENTS AUGUST 31, 2004 AND 2003

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### 1. REPORTING ENTITY

The Dallas County Community College District (the "District") was established in 1965 in accordance with the laws of the State of Texas to serve the educational needs of Dallas County and the surrounding communities. The District is considered to be a special purpose, primary government. While the District receives funding from local, state, and federal sources and must comply with the spending, reporting, and record keeping requirements of these entities, it is not a component unit of any other governmental entity.

In evaluating how to define the District for financial reporting purposes, management has considered all potential component units, including the Dallas County Community College Foundation, Inc. (the "Foundation"). The Foundation is a separate nonprofit organization, and its sole purpose is to provide benefits such as scholarships and grants to the students, faculty and staff of the District. The Foundation is a legally separate entity which does not provide a financial benefit or impose a financial burden on the District. The District does not appoint any of the Foundation's board members. Beginning in fiscal 2004 the financial position and results of operations of the Foundation are included in these financial statements in accordance with Governmental Accounting Standards Board ("GASB") Statement No. 39 as an affiliated entity because the Foundation's sole function is to fund the District and its students. Prior year financial statements of the District have not been restated to include the Foundation.

### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

**Report Guidelines**— In accordance with GASB Statement No. 34, the District is classified as a special purpose government with all financial data of the District reflected as one business-type activity. The Statement of Net Assets displays the financial position of the District at the end of the fiscal year and the Statement of Revenues, Expenses, and Changes in Net Assets displays the operation of the District for the year. The financial statements are prepared using the economic resources measurement focus and the full accrual method of accounting.

The significant accounting policies followed by the District in preparing these financial statements are in accordance with the *Texas Higher Education Coordinating Board's Annual Financial Reporting Requirements for Texas Public Community and Junior Colleges*, except for the classification of state appropriations as non-operating revenues, which are classified in these financial statements in accordance with guidance from GASB and the National Association of College and University Business Officers. The accompanying financial statements of the District are presented in accordance with generally accepted accounting principles. The District applies all applicable GASB pronouncements and all applicable Financial Accounting Standard Board ("FASB") statements and interpretations issued on or before November 30, 1989, unless they conflict or contradict GASB pronouncements. The District has elected not to apply FASB guidance issued subsequent to November 30, 1989, unless specifically adopted by the GASB. The District is reported as a special-purpose government engaged in business-type activities.

## ***Tuition Discounting***

### ***Texas Public Education Grant***

Certain tuition amounts are required to be set aside for use as scholarships by qualifying students. This grant set aside, is shown with tuition and fee revenue amounts as a separate deferred revenues amount (Texas Education Code §56.0333). When the award for tuition is used by the student, the amount is recorded as tuition and a corresponding amount is recorded as a tuition discount.

### ***Title IV, Higher Education Administration (HEA) Program Funds***

Certain Title IV HEA Program funds are received by the District to pass through to the student. These funds are initially received by the District and recorded as restricted revenue. When the student is awarded these funds for tuition, the amounts are reclassified as revenue and a corresponding amount is recorded as a tuition discount.

### ***Other Tuition Discounts***

The District awards certain tuition scholarships from institutional funds to students who qualify. When these amounts are transferred to the student for tuition, the amounts are recorded as tuition revenue and a corresponding amount is recorded as a tuition discount.

***Basis of Accounting***—The financial statements of the District have been prepared on the accrual basis, whereby all revenues are recorded when earned and expenses are recorded when they become a legal or contractual obligation to pay.

***Cash and Cash Equivalents***—The District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

***Investments***—In accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and External Investment Pools*, investments are reported at fair value. Fair values are based on published market rates. Short-term investments consist of investments that have an original maturity greater than three months but less than one year at time of purchase. Long-term investments have an original maturity of greater than one year at the time of purchase.

***Inventories***—Inventories consist of consumable office and physical plant supplies. Inventories are valued at cost under the first-in, first-out method and are charged to expense as consumed.

***Deferred Charges***—Current deferred charges of \$13,065,048 and \$11,820,137 represent expenses for scholarships and fellowships related to the periods after August 31, 2004 and 2003, respectively, and \$85,043 represents bond issue costs to be amortized in the periods after August 31, 2004.

The District defers and amortizes the production costs associated with instructional television programs and other related materials on a straight-line basis over the estimated useful life of such media, which ranges from two to five years. These materials are produced and used both internally for instruction and for lease by the District to other educational institutions. Aggregate deferred production costs, net of accumulated amortization, amounted to approximately \$2,451,927 and \$2,875,685 at August 31, 2004 and 2003, respectively, and have been included in the accompanying Statement of Net Assets as non-current deferred charges. In addition, \$226,239, the non-current portion of bond issue costs being amortized over the life of the bonds, is included for the period ended August 31, 2004.

**Capital Assets**—Capital assets are stated at cost. Donated capital assets are recorded at their estimated fair value on the date received. The District reports depreciation under a single-line item as a business-type unit. Depreciation is computed using the straight-line method over the estimated useful lives of the assets. Equipment, furniture, telecommunications and peripheral equipment apply depreciation on a half-month convention. A full-year convention is applied for buildings, facilities and land improvements. Estimated useful lives of capital assets are established according to the following:

|                                                     |          |
|-----------------------------------------------------|----------|
| Buildings                                           | 50 years |
| Facilities and other improvements                   | 20 years |
| Furniture, machinery, vehicles, and other equipment | 10 years |
| Telecommunications and peripheral equipment         | 5 years  |

**Library Books**—Library books are capitalized but not depreciated. Library books are written off in the year they are removed from service.

**Deferred Revenues**—Tuition and other revenues received, which relate to future periods, have been deferred.

**Estimates**—The preparation of the financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**Reclassifications** – Certain reclassifications have been made to prior year amounts in order to conform with fiscal 2004 presentation.

### 3. DEPOSITS AND INVESTMENTS

Under the terms of a bank depository agreement, District funds are to be fully invested at all times. The District maintains an investment pool included in the Statement of Net Assets as “Cash and Cash Equivalents” for those items with original maturities of 90 days or less, as “Short-Term Investments” for those items with original maturities of 91 days to one year, and as “Long-term Investments” for those items with maturities of greater than one year.

Various restrictions on deposits and investments, including repurchase agreements, are imposed by statute and District policy. These restrictions are summarized below:

- **Deposits**—All deposits with the depository bank of the District must be collateralized in an amount equal to at least 100% of the amount of uninsured collected funds. The collateral must be held by a third-party collateral bank in the name of the District or there may be a surety bond issued by a company mutually agreeable to the District and the Depository.

The carrying amount of the District’s deposits with financial institutions as of August 31, 2004 was \$(3,614,924), and the bank balance was \$104,143. The carrying amount of the District’s deposits with financial institutions as of August 31, 2003 was \$(4,635,074), and the bank balance was \$478,756. FDIC insures \$100,000 of the District’s bank balance, and the remaining balance is collateralized with securities.



Cash and cash equivalents as reported on the Statement of Net Assets consist of the following:

|                                 | 2004                 | 2003                 |
|---------------------------------|----------------------|----------------------|
| Bank deposits:                  |                      |                      |
| Local funds - demand            | \$ (3,623,424)       | \$ (4,644,855)       |
| Imprest funds                   | 8,500                | 8,500                |
| Shop funds                      | <u>-</u>             | <u>1,281</u>         |
|                                 | (3,614,924)          | (4,635,074)          |
| Cash on hand                    | 16,776               | 18,136               |
| Cash and cash equivalents:      |                      |                      |
| Investment in Texpool           | 4,704,982            | 35,957,779           |
| Investment in TexSTAR           | <u>10,866,921</u>    | <u>14,938,703</u>    |
|                                 | <u>15,571,903</u>    | <u>50,896,482</u>    |
| Total cash and cash equivalents | <u>\$ 11,973,755</u> | <u>\$ 46,279,544</u> |

- **Investments**—The District is authorized to invest in obligations and instruments as defined in applicable sections of the current Texas Education Code and the Public Funds Investment Act of 1995 (Chapter 2256, Texas Government Code). Such investments include (1) obligations of the United States or its agencies, (2) direct obligations of the State of Texas or its agencies, (3) obligations of political subdivisions rated not less than A by a national investment rating firm, (4) certificates of deposit, and (5) other instruments and obligations authorized by statute. The investment policies of the District are governed by formally adopted procedures and allow investments as permitted under state laws for public institutions. Permissible investments under policy include U.S. Treasury notes, certificates of deposit purchased from FDIC-insured state or nationally chartered U.S. banks, fully collateralized repurchase agreements, no-load money market mutual funds, and securities issued by U.S. government agencies.

At August 31, 2004 and 2003 long-term investments consisted of U.S. government and agency securities. District policy requires that securities underlying its repurchase agreements must have a market value of at least 102% of the cost of the repurchase agreement and are to be collateralized with U.S. Treasury obligations or related securities which must be delivered to its depository banks for safekeeping. The District determines that, at least monthly, the collateral has a market value adequate to support such investments and that the collateral has been segregated by the bank.

Investments made by the District are carried at fair value, defined as the price at which two willing parties would complete an exchange, and are summarized below. The investments that are represented by specific identifiable investment securities are classified as to custodial credit risk. Custodial credit risk is the risk that another party to a deposit or investment transaction will not fulfill its obligations. This is not to be confused with market risk, which is the risk that the market value of an investment, collateral protecting a deposit or securities underlying a repurchase agreement will decline. Market risk is not depicted in this note. Accordingly, the investments are

classified by the three categories described below in accordance with GASB Statement 3, *Deposits with Financial Institutions, Investments (including Repurchase Agreements) and Reverse Repurchase Agreements*:

- *Category 1*—Insured or registered, with securities held by the District or its agent in the District's name.
- *Category 2*—Uninsured and unregistered, with securities held by the counterparty's trust department or agent in the District's name.
- *Category 3*—Uninsured and unregistered, with securities held by the counterparty, or by its trust department or agent but not in the District's name.

| 2004                                        | Category              |               |               | Amortized<br>Cost     | Fair<br>Value         |
|---------------------------------------------|-----------------------|---------------|---------------|-----------------------|-----------------------|
|                                             | 1                     | 2             | 3             |                       |                       |
| U.S. Treasury notes                         | \$ 37,198,754         | \$ -          | \$ -          | \$ 37,198,754         | \$ 36,865,800         |
| U.S. Agency notes and bonds                 | <u>135,630,306</u>    | <u>      </u> | <u>      </u> | <u>135,630,306</u>    | <u>135,170,875</u>    |
|                                             | <u>\$ 172,829,060</u> | <u>\$ -</u>   | <u>\$ -</u>   | 172,829,060           | 172,036,675           |
| Investment in Texpool                       |                       |               |               | 4,704,982             | 4,704,982             |
| Investment in TexSTAR                       |                       |               |               | <u>10,866,921</u>     | <u>10,866,921</u>     |
| Total investments                           |                       |               |               | <u>\$ 188,400,963</u> | 187,608,578           |
| Less amounts classified as cash equivalents |                       |               |               |                       | <u>(15,571,903)</u>   |
| Net                                         |                       |               |               |                       | <u>\$ 172,036,675</u> |

| 2003                                        | Category              |               |               | Amortized<br>Cost     | Fair<br>Value         |
|---------------------------------------------|-----------------------|---------------|---------------|-----------------------|-----------------------|
|                                             | 1                     | 2             | 3             |                       |                       |
| U.S. Treasury notes                         | \$ 10,060,056         | \$ -          | \$ -          | \$ 10,060,056         | \$ 10,150,000         |
| U.S. Agency notes and bonds                 | <u>109,564,097</u>    | <u>      </u> | <u>      </u> | <u>109,564,097</u>    | <u>110,385,852</u>    |
|                                             | <u>\$ 119,624,153</u> | <u>\$ -</u>   | <u>\$ -</u>   | 119,624,153           | 120,535,852           |
| Investment in Texpool                       |                       |               |               | 35,957,779            | 35,957,779            |
| Investment in TexSTAR                       |                       |               |               | <u>14,938,703</u>     | <u>14,938,703</u>     |
| Total investments                           |                       |               |               | <u>\$ 170,520,635</u> | 171,432,334           |
| Less amounts classified as cash equivalents |                       |               |               |                       | <u>(50,896,482)</u>   |
| Net                                         |                       |               |               |                       | <u>\$ 120,535,852</u> |

There were no investments held by broker-dealers under reverse repurchase agreements as of August 31, 2004 or 2003.

TexPool represents an investment service authorized by the Texas Legislature and is under the direction of the State Comptroller. TexPool investments are subject to the same safety requirements maintained by the State Treasury for all state funds, including but not limited to

compliance with the Public Funds Investment Act. The Legislature has authorized only certain investment instruments for public funds, including repurchase agreements, U.S. Treasury bills and bonds, securities of other U.S. government agencies, commercial paper and other safe instruments. The carrying value of TexPool represents the investment of the District. The investment in TexPool plus accrued interest may be redeemed by the District at any time. TexPool has not been assigned a risk category since the District is not issued securities, but rather owns an undivided beneficial interest in the assets of TexPool. The District's investment in TexPool is included within cash and cash equivalents in the accompanying balance sheet, as the investment is redeemable on demand.

Created in April 2002 through a contract among its participating governing units, TexSTAR is governed by a board of directors to provide for the joint investment of participants' public funds under their control and meets requirements under the Public Funds Investment Act and, consequently, invests in instruments similar to TexPool. Like those for TexPool, investments in TexSTAR plus accrued interest may be redeemed by the District at any time. Therefore investments in TexSTAR are included within cash and cash equivalents on the accompanying balance sheet.

The District's investments are held to maturity by policy. The original contractual maturities for the investments held at August 31, 2004 are scheduled to mature as follows:

| <b>Contractual Maturity</b> | <b>Cost</b>           | <b>Value</b>          |
|-----------------------------|-----------------------|-----------------------|
| Less than 1 year            | \$ 31,182,952         | \$ 31,149,780         |
| 1 to less than 2 years      | 29,870,209            | 29,697,334            |
| 2 to less than 3 years      | 34,911,598            | 34,850,209            |
| 3 to less than 4 years      | 53,409,652            | 53,295,845            |
| 4 to less than 5 years      | <u>39,026,552</u>     | <u>38,615,410</u>     |
| Total investments           | <u>\$ 188,400,963</u> | <u>\$ 187,608,578</u> |

Derivatives are investment products which may be a security or a contract that derives its value from another security, currency, commodity, or index, regardless of the source of funds used. The investment policy of the District prohibits investments in derivative securities.

#### 4. CURRENT ASSETS AND LIABILITIES

**Receivables**—Receivables at August 31, 2004 and 2003 were as follows:

|                                            | 2004                | 2003                |
|--------------------------------------------|---------------------|---------------------|
| Ad valorem taxes                           | \$ 5,875,722        | \$ 5,416,003        |
| Student tuition and sales                  | 5,559,113           | 7,577,177           |
| Federal grants                             | 14,484,218          | 13,437,626          |
| State grants                               | 540,551             | 477,375             |
| Local grants                               | 698,749             | 524,511             |
| Interest on investments                    | 771,958             | 846,232             |
| Other receivables                          | <u>2,149,132</u>    | <u>1,990,432</u>    |
| Total receivables                          | 30,079,443          | 30,269,356          |
| Less allowances for uncollectible amounts: |                     |                     |
| Ad valorem taxes                           | (4,635,836)         | (4,326,940)         |
| Student tuition and sales                  | (903,473)           | (629,555)           |
| Other receivables                          | <u>(413,189)</u>    | <u>(393,666)</u>    |
| Total allowances                           | <u>(5,952,498)</u>  | <u>(5,350,161)</u>  |
| Total receivables, net of allowances       | <u>\$24,126,945</u> | <u>\$24,919,195</u> |

**Payables**—Payables at August 31, 2004 and 2003 were as follows:

|                               | 2004                | 2003                |
|-------------------------------|---------------------|---------------------|
| Vendors payable               | \$ 11,172,485       | \$ 15,524,725       |
| Salaries and benefits payable | 2,030               | 64,701              |
| Students payable              | <u>6,925,752</u>    | <u>8,730,088</u>    |
| Total                         | <u>\$18,100,267</u> | <u>\$24,319,514</u> |

## 5. CAPITAL ASSETS

Capital assets activity for the year ended August 31, 2004 was as follows:

|                                                        | Balance<br>September 1,<br>2003 | Increases/<br>Reclassifications | Decreases           | Balance<br>August 31,<br>2004 |
|--------------------------------------------------------|---------------------------------|---------------------------------|---------------------|-------------------------------|
| Capital assets not subject to depreciation:            |                                 |                                 |                     |                               |
| Land                                                   | \$ 10,543,169                   | \$ 1,460,000                    | \$ -                | \$ 12,003,169                 |
| Library books                                          | 8,969,776                       | 428,191                         | (178,880)           | 9,219,087                     |
| Construction in progress                               | <u>70,929,519</u>               | <u>18,907,595</u>               | <u>-</u>            | <u>89,837,114</u>             |
| Total not depreciated                                  | 90,442,464                      | 20,795,786                      | (178,880)           | 111,059,370                   |
| Capital assets subject to depreciation:                |                                 |                                 |                     |                               |
| Buildings                                              | 289,403,573                     | 9,714,895                       | -                   | 299,118,468                   |
| Land improvements                                      | 20,404,084                      | -                               | -                   | 20,404,084                    |
| Furniture, machinery, vehicles,<br>and other equipment | <u>41,747,300</u>               | <u>3,272,419</u>                | <u>(900,884)</u>    | <u>44,118,835</u>             |
| Total depreciated                                      | 351,554,957                     | 12,987,314                      | (900,884)           | 363,641,387                   |
| Accumulated depreciation:                              |                                 |                                 |                     |                               |
| Buildings                                              | (124,991,413)                   | (5,856,410)                     | -                   | (130,847,823)                 |
| Land improvements                                      | (14,492,458)                    | (362,537)                       | -                   | (14,854,995)                  |
| Furniture, machinery, vehicles,<br>and other equipment | <u>(29,278,260)</u>             | <u>(3,431,690)</u>              | <u>821,381</u>      | <u>(31,888,569)</u>           |
| Total accumulated depreciation                         | <u>(168,762,131)</u>            | <u>(9,650,637)</u>              | <u>821,381</u>      | <u>(177,591,387)</u>          |
| Net capital assets                                     | <u>\$ 273,235,290</u>           | <u>\$ 24,132,463</u>            | <u>\$ (258,383)</u> | <u>\$ 297,109,370</u>         |

Capital assets activity for the year ended August 31, 2003 was as follows:

|                                                        | Balance<br>September 1,<br>2002 | Increases/<br>Reclassifications | Decreases    | Balance<br>August 31,<br>2003 |
|--------------------------------------------------------|---------------------------------|---------------------------------|--------------|-------------------------------|
| Capital assets not subject to depreciation:            |                                 |                                 |              |                               |
| Land                                                   | \$ 10,543,169                   | \$ -                            | \$ -         | \$ 10,543,169                 |
| Library books                                          | 8,777,623                       | 387,784                         | (195,631)    | 8,969,776                     |
| Construction in progress                               | 43,463,468                      | 27,475,170                      | (9,119)      | 70,929,519                    |
| Total not depreciated                                  | 62,784,260                      | 27,862,954                      | (204,750)    | 90,442,464                    |
| Capital assets subject to depreciation:                |                                 |                                 |              |                               |
| Buildings                                              | 286,511,245                     | 2,892,328                       | -            | 289,403,573                   |
| Land improvements                                      | 18,567,534                      | 1,836,550                       | -            | 20,404,084                    |
| Furniture, machinery, vehicles,<br>and other equipment | 37,840,285                      | 4,798,818                       | (891,803)    | 41,747,300                    |
| Total depreciated                                      | 342,919,064                     | 9,527,696                       | (891,803)    | 351,554,957                   |
| Accumulated depreciation:                              |                                 |                                 |              |                               |
| Buildings                                              | (119,288,232)                   | (5,703,181)                     | -            | (124,991,413)                 |
| Land improvements                                      | (13,631,102)                    | (861,356)                       | -            | (14,492,458)                  |
| Furniture, machinery, vehicles,<br>and other equipment | (26,393,722)                    | (3,502,438)                     | 617,900      | (29,278,260)                  |
| Total accumulated depreciation                         | (159,313,056)                   | (10,066,975)                    | 617,900      | (168,762,131)                 |
| Net capital assets                                     | \$ 246,390,268                  | \$ 27,323,675                   | \$ (478,653) | \$ 273,235,290                |

## 6. NON-CURRENT LIABILITIES

Non-current liability activity for the year ended August 31, 2004 was as follows:

|                                                                                | Balance<br>September 1,<br>2003 | Additions     | Reductions     | Balance<br>August 31,<br>2004 | Current<br>Portion |
|--------------------------------------------------------------------------------|---------------------------------|---------------|----------------|-------------------------------|--------------------|
| Series 1986 A-D Rate Adjustable<br>Mode Consolidated District<br>Revenue Bonds | \$ 7,200,000                    | \$ -          | \$ (2,200,000) | \$ 5,000,000                  | \$ 2,400,000       |
| Series 1998 Revenue Financing<br>System Refunding Bonds                        | 12,225,000                      | -             | (185,000)      | 12,040,000                    | 105,000            |
| Series 2001 Revenue Financing<br>System Bonds                                  | 38,330,000                      | -             | (1,415,000)    | 36,915,000                    | 1,475,000          |
| Series 2003 Maintenance Tax Notes                                              | 9,850,000                       | -             | (5,280,000)    | 4,570,000                     | 3,240,000          |
| Series 2004 Maintenance Tax Notes                                              | -                               | 38,555,000    | -              | 38,555,000                    | 325,000            |
| Unamortized bond premium                                                       | 702,720                         | 1,439,787     | (212,003)      | 1,930,504                     | 461,374            |
| Accrued interest                                                               | 31,169                          | 676,342       | (25,811)       | 681,700                       | -                  |
| Notes payable                                                                  | 975,456                         | -             | (169,502)      | 805,954                       | 176,821            |
| Compensated absences                                                           | 7,099,739                       | 267,150       | -              | 7,366,889                     | 5,181,377          |
| Total                                                                          | \$ 76,414,084                   | \$ 40,938,279 | \$ (9,487,316) | \$ 107,865,047                | \$ 13,364,572      |

The total debt service principal and interest requirements for all bonds and maintenance tax notes for the next five years and thereafter for recorded outstanding indebtedness are in the following table. (The Series 1986 Bonds are included at a 1.25% interest rate, which was the rate in effect at August 31, 2004.)

|                       | Principal            | Interest             | Total                 |
|-----------------------|----------------------|----------------------|-----------------------|
| Year ended August 31: |                      |                      |                       |
| 2005                  | \$ 7,545,000         | \$ 4,471,694         | \$ 12,016,694         |
| 2006                  | 8,610,000            | 3,614,068            | 12,224,068            |
| 2007                  | 8,040,000            | 3,347,668            | 11,387,668            |
| 2008                  | 8,490,000            | 3,014,352            | 11,504,352            |
| 2009                  | 9,030,000            | 2,600,093            | 11,630,093            |
| 2010 - 2014           | 36,515,000           | 7,842,178            | 44,357,178            |
| 2015 - 2019           | 12,760,000           | 3,305,656            | 16,065,656            |
| 2020 - 2024           | <u>6,090,000</u>     | <u>308,500</u>       | <u>6,398,500</u>      |
|                       | <u>\$ 97,080,000</u> | <u>\$ 28,504,209</u> | <u>\$ 125,584,209</u> |

The note payable accrues interest at 4.25% and is payable in quarterly installments beginning on November 30, 2002. Total payment of the note principal and interest is payable as follows:

|                       | Principal         | Interest         | Total             |
|-----------------------|-------------------|------------------|-------------------|
| Year ended August 31: |                   |                  |                   |
| 2005                  | \$ 176,821        | \$ 31,460        | \$ 208,281        |
| 2006                  | 184,457           | 23,824           | 208,281           |
| 2007                  | 192,422           | 15,859           | 208,281           |
| 2008                  | 200,731           | 7,550            | 208,281           |
| 2009                  | <u>51,523</u>     | <u>547</u>       | <u>52,070</u>     |
|                       | <u>\$ 805,954</u> | <u>\$ 79,240</u> | <u>\$ 885,194</u> |

## 7. RETIREMENT PLAN

The District participates in the Teacher Retirement System of Texas (the "System"). The System is a multiple-employer public employee retirement system (PERS) with one exception: all risks and costs are not shared by the employer but are the liability of the State of Texas. Accordingly, the System does not separately account for each of its component governmental agencies. Further information regarding actuarial assumptions and conclusions, as well as audited financial statements, is included in the annual financial report of the System.

District employees who are employed for one half or more of the standard workload and who are not exempted from membership under Texas Revised Civil Statutes are eligible to participate in the System. Employees who retire at or after age 65 with 5 years of creditable service or age 60 with 20 years of service or age 55 with 30 years of service are entitled to full retirement benefits. Eligible employees may receive reduced benefits at age 55 with at least 5 years of service or at any age with 30 or more years of service. The System also provides death and disability benefits as established by state statute. For both 2004 and 2003 the percentages of participant salaries contributed by the state and by each participant were 6.00% and 6.40%, respectively, of annual compensation. The payroll for employees covered by the

System for the years ended August 31, 2004 and 2003 was \$78,382,477 and \$75,293,858 respectively. The total payroll of the District was \$167,182,199 and \$162,170,412 for the years ended August 31, 2004 and 2003, respectively.

Eligible faculty and administrative personnel may participate in an optional retirement plan in lieu of the Teacher Retirement System plan. The optional retirement program provides for the purchase of annuity contracts. For both 2004 and 2003 the percentages of participant salaries contributed by the state and by each participant were 6.00% and 6.65%, respectively, of annual compensation. In addition, the District contributed 2.5% of annual compensation for each participant hired on or before August 31, 1995 for the years ended August 31, 2004 and 2003. The payroll for employees covered by the optional retirement plan for the years ended August 31, 2004 and 2003 was \$54,563,135 and \$54,783,905 respectively. Since these are individual annuity contracts, the State has no additional or unfunded liability for this program.

The retirement expense to the State for the District was \$7,041,932 and \$6,881,299 for the fiscal years ended August 31, 2004 and 2003 respectively. This amount represents the portion of expended appropriations made by the State Legislature on behalf of the District.

## **8. DEFERRED COMPENSATION PLAN**

The District has established a deferred compensation plan under which selected executives may elect to defer a portion of their earnings for tax and investment purposes pursuant to authority granted in Government Code §609.001. As of August 31, 2004, the District had 20 employees participating in the program. Two employees were vested as of August 31, 2004. A total of \$344,090 in contributions were invested in the plan during the fiscal year, bringing the total of deferred salaries and accumulated earnings of current employees to \$626,904 and creating a payable to the vested employees of \$78,803.

As of August 31, 2003 the District had 20 employees participating in the program. One employee was vested as of August 31, 2003. A total of \$392,738 in contributions were invested in the plan during the fiscal year, bringing the total of deferred salaries and accumulated earnings of current employees to \$339,019 and creating a payable to the vested employee of \$106,528.

It is the opinion of the District's legal counsel that the District has no liability for losses under the plan but does have the duty of due care that would be required of an ordinary prudent investor. The District believes that it is unlikely that it will use the assets to satisfy the claims of general creditors in the future.

## **9. COMPENSATED ABSENCES**

Full-time professional support staff and administrators earn annual leave from one to two days per month depending on the length of employment with the District. The policy of the District is that an employee may carry his or her accrued leave forward from one fiscal year to another fiscal year with a maximum number of days up to 48. Employees with at least six months of service who terminate their employment are entitled to payment for all accumulated annual leave up to the maximum allowed. At August 31, 2004 the District has recognized the accrued liability for the unpaid annual leave, including amounts for salary-related payments, for \$7,366,889, of which \$5,181,377 was recorded as a current liability and \$2,185,512 was recorded as a non-current liability. As of August 31, 2003 the District had recognized the accrued liability for the unpaid annual leave, including amounts for salary-related payments, for \$7,099,739 of which \$4,773,684 was recorded as current liability and \$2,326,055 was recorded as a non-current liability. Sick leave, which can be accumulated up to 66 days, is earned at the rate of one day per month. It is used by an employee who misses work because of illness. The policy of



the District is to recognize the cost of sick leave when paid. Employees are not entitled to be paid for sick leave accrued but not taken upon termination. Accordingly, no liability for sick leave is reflected in the accompanying statement of net assets.

## 10. COMMITMENTS AND CONTINGENCIES

**Commitments**—The District has entered into contracts for the planning and construction of new facilities, as well as for the renovation and repair of existing campuses within the District. Commitments remaining under such contracts at August 31, 2004 are \$4,125,449.

**Pending Lawsuits and Claims**—A class-action lawsuit against the District was filed in 1998 that involves constitutional and common law claims brought against the District to recover student services fees and technology fees that were assessed against all District students. The trial court hearing the case decided adversely in November 2000, and a final judgment was entered against the District in the amount of \$15.3 million.

The District appealed the trial court's decision. In August 2002 the Dallas Court of Appeals issued a decision that affirmed in part and reversed in part the trial court's judgment. The net effect of the court of appeals decisions was to reduce the amount of the judgment to approximately \$11.6 million, including pre-judgment and post-judgment interest through September 2002.

A settlement was reached with the District's insurance company in 2001 that was expected to cover the anticipated loss associated with the student services fees portion of the lawsuit. An additional \$9.6 million was accrued in 2002 to cover the remaining portion.

However, the District Board of Trustees approved filing a petition for review with the Texas Supreme Court. The Texas Supreme Court granted the District's petition and scheduled a hearing for January 7, 2004. The final outcome is still pending, awaiting the decision of the Texas Supreme Court. An additional \$1,682,923 of interest on the judgement amount was accrued for the year ended August 31, 2004 as a conservative measure.

Various other claims and lawsuits are pending against the District. In the opinion of District administration, the potential loss on all claims and lawsuits, to the extent not provided for by insurance or otherwise, will not be significant to the financial statements of the District.

**Contingencies**—The District has received federal, state and other financial assistance in the form of contracts and grants that are subject to review and audit by the grantor agencies. Such audits could result in requests for reimbursement by the grantor agency for expenses disallowed under terms and conditions specified in the grant agreements. In the opinion of District management, such disallowed expenses, if any, will not be significant to the financial statements of the District.

On August 27, 2003 the El Centro College campus experienced major flood damage in one building due to a broken pipe. Damage to the facility and contents was approximately \$4.9 million, which is expected to be covered mainly by insurance. Proceeds of \$3,034,903 have already been received from insurance. A receivable was established for the year ended August 31, 2004 for the projected remaining proceeds. The portion of the loss not expected to be covered by insurance was expensed in the year ended August 31, 2003.

## 11. OPERATING LEASE COMMITMENTS AND RENTAL AGREEMENTS

Included in operating expenses is \$2,129,297 and \$2,199,912 of rent paid during fiscal years 2004 and 2003, respectively.

Future minimum lease payments under non-cancelable operating leases having an initial term in excess of one year as of August 31, 2004 are as follows:

| Year Ended | Minimum Future Lease Payments |
|------------|-------------------------------|
| 2005       | \$ 1,617,407                  |
| 2006       | 848,574                       |
| 2007       | 513,650                       |
| 2008       | 355,643                       |
| 2009       | 331,796                       |
| 2010       | <u>110,599</u>                |
| Total      | <u>\$ 3,777,669</u>           |

## 12. CONTRACT AND GRANT AWARDS

Contract and grant awards are accounted for in accordance with accounting principles generally accepted in the United States of America. Funds received but not expended during the reporting period are shown as deferred revenues on the Statement of Net Assets. Revenues are recognized on the Statement of Revenues, Expenses and Changes in Net Assets as funds are actually expended. For federal contract and grant awards, funds expended but not collected are reported as federal receivables on the Statement of Net Assets. Non-federal contract and grant awards for which funds are expended but not collected are reported as state and local receivables on the Statement of Net Assets. Contract and grant awards that are not yet funded and for which the institution has not yet performed services are not included in the financial statements. Contract and grant awards funds already committed, e.g., multiyear awards, or funds awarded during fiscal year 2004 for which monies have not been received nor funds expended totaled \$13,021,448. Of this amount, \$10,407,890 is from federal contract and grant awards, \$1,301,371 is from state contract and grant awards and \$1,312,187 is from local contract and grant awards. Contract and grant awards funds already committed, e.g., multiyear awards, or funds awarded during fiscal year 2003 for which monies have not been received nor funds expended totaled \$10,348,350. Of this amount, \$8,433,963 is from federal contract and grant awards, \$1,587,855 is from state contract and grant awards and \$326,532 is from local contract and grant awards.

## 13. SELF-INSURED PLANS

Prior to August 31, 1998 the District was self-insured for workers' compensation. The accrued liability for claims incurred but not yet developed under the self-insured plan is approximately \$280,734 and \$285,767 as of August 31, 2004 and 2003 respectively, and is included in the accompanying Statement of Net Assets. The accrued liability balance is based upon an actuarial valuation. Future payments for the incurred claims will be paid from the accrued liability.

Effective September 1, 1998 the District implemented a guaranteed cost workers' compensation insurance program to handle workers' compensation claims. The premium cost for the guaranteed program was \$312,651 for fiscal year 2002. However, the District returned to a self-insured plan effective September 1, 2002. Accordingly a liability has been recorded as of August 31, 2004 and 2003 respectively for \$1,480,222 and \$328,028 and is included in the accompanying Statement of Net Assets.

Self-insurance activity for the years ended August 31, 2003 and 2004 was as follows:

| Accrued Claim Liability<br>for the Year Ended<br>August 31 | Balance<br>September 1 | Additions  | Reductions<br>for Claims<br>Paid | Balance<br>August 31 |
|------------------------------------------------------------|------------------------|------------|----------------------------------|----------------------|
| 2003                                                       | \$ -                   | \$ 582,144 | \$ (254,116)                     | \$ 328,028           |
| 2004                                                       | 328,028                | 1,624,220  | (472,026)                        | 1,480,222            |

#### **14 HEALTH CARE AND LIFE INSURANCE BENEFITS**

In addition to providing pension benefits, the state provides certain health care and life insurance benefits for retired employees. Almost all of the employees may become eligible for those benefits if they reach normal retirement age while working for the state. Those and similar benefits for active employees are provided through an insurance company whose premiums are based on benefits paid during the previous year. The state recognizes the cost of providing these benefits by expending the annual insurance premiums.

For the year ended August 31, 2004 the state's maximum contribution per full-time employee was \$300.27 per month for the year and totaled \$3,603.24 per employee for the year. The state also paid an additional amount for a spouse, child(ren), or both for a maximum amount of \$471.85, \$415.02, and \$586.39 per month, respectively. The cost of providing those benefits for the year was \$2,954,910 for 723 retirees and \$12,602,056 for 2,926 active employees.

The state's maximum contribution per full-time employee for the period September 1, 2002 through April 30, 2003 was \$308.84 per month for an annualized cost of \$3,706.08 per employee. The state also paid an additional amount for a spouse, child(ren), or both for a maximum amount of \$485.14, \$426.89, and \$603.19 per month respectively. However, due to budget cuts in the spring at the state level, a change in premium costs was effected to help the State reduce costs. The state's maximum contribution per full-time employee for the period May 1, 2003 through August 31, 2003 was \$274.00 per month for an annualized cost of \$3,288.00. The state-paid amounts for a spouse, child(ren), or both during this same period was a maximum amount of \$430.27, \$378.63, and \$534.90 per month respectively. The actual cost of providing those benefits for the year was \$2,699,928 for 673 retirees and \$12,556,479 for 2,805 active employees.

The health insurance expense to the state for the District was \$10,906,692 and \$12,206,226 for the fiscal years ended August 31, 2004 and 2003 respectively. The amounts represent the portion of expended appropriations made by the State Legislature on behalf of the District.

#### **15. RELATED PARTIES**

During the year, the District furnished certain services such as office space, utilities, and some staff assistance to the Foundation as discussed in Note 1. Also see Note 26.

#### **16. AD VALOREM TAX**

Taxes are levied on October 1 and are due and payable at that time. All unpaid taxes levied October 1 become delinquent February 1 of the following year. Taxes levied for the years ended August 31, 2004 and 2003 were \$103,074,355 and \$79,860,108 respectively (which includes any penalties and interest assessed, if applicable).

The District is permitted by Texas State law to levy taxes up to \$.16 per \$100 of assessed valuation on real property for general governmental services and \$.50 per \$100 of assessed valuation on real property for the payment of principal and interest on long-term debt. The combined tax rate levied by the District in 2004 and 2003 to finance the operations and maintenance was \$.0778 and \$.0600 respectively per \$100 of assessed valuation on real property, leaving a tax margin of \$.5822 and \$.6000 respectively per \$100 of assessed valuation on real and personal property. Approximately \$774,393,902 of additional taxes could be raised per year based on the 2004 assessed value of \$133,011,663,033 for real property before the limit is reached. In 2003 approximately \$791,024,243 of additional taxes could have been raised per year based on the 2003 assessed value of \$131,837,373,872 for real property before the limit would have been reached.

At March 21, 2004\* and August 31, 2003:

|                                        | 2004                     | 2003                     |
|----------------------------------------|--------------------------|--------------------------|
| Assessed valuation of the District     | \$160,837,173,553        | \$159,130,757,365        |
| Less exemptions                        | <u>27,825,510,520</u>    | <u>27,293,383,493</u>    |
| Net assessed valuation of the District | <u>\$133,011,663,033</u> | <u>\$131,837,373,872</u> |

\*These are the most recent figures the Dallas Central Appraisal District was able to supply.

The Dallas County Tax Assessor-Collector is the Collecting Agency for the levy and remits the collections to the District, net of a collection fee. The use of tax proceeds is restricted to either maintenance and operations or interest and sinking expenditures.

| Gross Taxes Collected - 2004 | Current Operations    | Debt Service | Total                 |
|------------------------------|-----------------------|--------------|-----------------------|
| Current                      | \$ 100,433,426        | \$ -         | \$ 100,433,426        |
| Delinquent                   | 1,580,312             | -            | 1,580,312             |
| Penalties and interest       | <u>911,165</u>        | <u>-</u>     | <u>911,165</u>        |
| Total collections            | <u>\$ 102,924,903</u> | <u>\$ -</u>  | <u>\$ 102,924,903</u> |
| Gross Taxes Collected - 2003 | Current Operations    | Debt Service | Total                 |
| Current                      | \$ 76,748,733         | \$ -         | \$ 76,748,733         |
| Delinquent                   | 1,787,140             | -            | 1,787,140             |
| Penalties and interest       | <u>735,751</u>        | <u>-</u>     | <u>735,751</u>        |
| Total collections            | <u>\$ 79,271,624</u>  | <u>\$ -</u>  | <u>\$ 79,271,624</u>  |

Tax collections for the years ended August 31, 2004 and 2003 were approximately 97% and 96%, respectively, of the current tax levy. Allowances for uncollectible taxes (see Note 4) are based upon historical experience in collecting ad valorem taxes.

Under GASB 33, *Accounting and Financial Reporting for Non-Exchange Transactions*, ad valorem taxes are an imposed non-exchange revenue. Assets from imposed non-exchange transactions are recorded when the entity has an enforceable legal claim to the asset or when the entity receives resources, whichever comes first. The enforceable legal claim date for ad valorem taxes is the

assessment date. Accordingly, the District has recognized all assessed taxes in the current year and recorded a receivable for uncollected taxes.

#### **17. DEFERRED REVENUES**

Revenues, consisting primarily of tuition and fees related to academic terms in the next fiscal year and contract and grant revenue received prior to being earned, are recorded on the Statement of Net Assets as deferred revenues in the current fiscal year.

Deferred revenue balances at August 31, 2004 and 2003 are as follows:

|                                                           | <b>2004</b>          | <b>2003</b>          |
|-----------------------------------------------------------|----------------------|----------------------|
| Deferred revenues related to students and other customers | \$ 20,616,012        | \$ 20,173,184        |
| Deferred revenues related to grants and contracts         | <u>13,137,612</u>    | <u>12,505,639</u>    |
| Total deferred revenue                                    | <u>\$ 33,753,624</u> | <u>\$ 32,678,823</u> |

#### **18. BUDGETARY DATA**

Each community college district in Texas is required by law to prepare an annual operating budget of anticipated revenues and expenditures for current operating funds for the fiscal year beginning September 1. The budget, which is prepared on the accrual basis of accounting, is adopted by the Board of Trustees of the District. A copy of the approved budget must be filed with the Texas Higher Education Coordinating Board, Legislative Budget Board and Legislative Reference Library.

#### **19. INCOME TAXES**

The District is exempt from income taxes under Internal Revenue Code Section 115, "Income of States, Municipalities, Etc.," although unrelated income may be subject to income taxes under Internal Revenue Code Section 511 (a)(2)(B), "Imposition of Tax on Unrelated Business Income of Charitable, Etc., Organizations." The District had no unrelated business income tax liability for the years ended August 31, 2004 or 2003.

## 20. TAX INCREMENT FINANCING DISTRICTS

The District participates in a number of tax increment financing districts ("TIFs"). The following table summarizes the obligations of the District's involvement in the TIFs:

| TIF Title                                 | Percentage of<br>Incremental<br>Tax<br>Committed | Taxes<br>Forgone in<br>2004 | Taxes<br>Forgone in<br>2003 |
|-------------------------------------------|--------------------------------------------------|-----------------------------|-----------------------------|
| Cityplace                                 | 100%                                             | \$ 156,601                  | \$ 112,152                  |
| Oak Cliff Gateway                         | 100                                              | 9,496                       | 10,947                      |
| State - Thomas                            | 100                                              | 160,741                     | 127,097                     |
| City of Irving                            | 100                                              | -                           | 89,889                      |
| City of Farmers Branch Mercer Crossing    | 35                                               | 9,553                       | 9,538                       |
| City of Farmers Branch Old Farmers Branch | 100                                              | 347                         | 97                          |
| City of Grand Prairie #1                  | 100                                              | 12,420                      | 7,858                       |
| City of Grand Prairie #2                  | 100                                              | 4,824                       | 3,239                       |
| City of Grand Prairie #3                  | 100                                              | <u>300</u>                  | <u>254</u>                  |
| Total tax forgone                         |                                                  | <u>\$ 354,282</u>           | <u>\$ 361,071</u>           |

## 21. REDUCED TUITION PILOT

In 2001 the 77<sup>th</sup> Legislature introduced a bill for a reduced tuition pilot which resulted in establishing Texas Education Code 130.0033. The pilot allowed the amount of tuition paid by students during non-peak periods to be reduced by 50% in an effort to increase building utilization during those non-peak periods. The District opted to participate in the pilot with the first semester offering reduced tuition classes occurring in Spring 2002. The pilot continued for Fall 2002 and Spring 2003 semesters. However, there was no reduced tuition pilot for the year ended August 31, 2004.

## 22. GENERAL OPERATING REVENUES

General operating revenues of \$1,132,609 and \$1,177,256 for the years ended August 31, 2004 and 2003, respectively, consist of a variety of miscellaneous revenues that include such items as payments for parking citations, room rental income, certain ticket sales, credit by exam income, etc. The largest amount is \$400,000 of revenue for leased land each year. Income for items such as continuing education transcripts represent the smallest amount of revenue at \$3 and \$243 for August 31, 2004 and 2003 respectively. Revenue for other categories range between these two extremes.

## 24. AUXILIARY ENTERPRISES

**Contracted Services**—Many of the services offered through auxiliary enterprises are contracted out to third parties who pay commissions to the District. Currently the bookstores, the cafeterias, and food and beverage vending machine service are all outsourced.

Other facets of auxiliary enterprises are operated by the District but do not involve discounted revenue.

**Student Programs**—Auxiliary enterprises revenue includes income earned from miscellaneous student programs and activities. Some of the revenues encompass those generated by ticket sales for plays and concerts, copy machine usage, returned check handling charges, locker rentals, advertising in the student newspaper, health services such as tuberculosis tests, etc.

## 25. SUBSEQUENT EVENTS

On September 14, 2004, the District issued \$67,375,000 par value general obligation bonds with a bond premium of \$3,288,442. Accrued interest of \$258,442 was also received. The bonds were sold in \$5000 increments with various interest rates and maturity dates. The earliest maturity date is February 15, 2006 and the last is February 15, 2025. A call option can be exercised for maturities greater than 2013. The cost of issuance and underwriter's discount totaled \$662,500. Proceeds of the bonds are to be utilized for acquisition of land and buildings and activities related thereto. The bonds were issued and the tax levied for their payment, pursuant to authority conferred by the Constitution and laws of the State of Texas, after the close of the fiscal year.

## 26. COMPONENT UNITS

### Dallas County Community College District Foundation, Inc.—Discrete Component Unit

Dallas County Community College Foundation, Inc. (the Foundation) was established as a separate nonprofit organization in 1973 to raise funds to provide student scholarships and assistance in the development and growth of the District. Under GASB Statement No. 39 *Determining Whether Certain Organizations are Component Units*, an organization should report as a discretely presented component unit those organizations that raise and hold economic resources for the direct benefit of a government unit. Accordingly, the Foundation financial statements are included in the District's annual report as a discrete component unit (see table of contents). Complete financial statements of the Foundation can be obtained from the administrative office of the Foundation.

The following footnotes are excerpted from the Foundation's audited financial statements:

### **1. GENERAL AND SIGNIFICANT ACCOUNTING POLICIES**

**General** - Dallas County Community College District Foundation, Inc. (the "Foundation") is a nonprofit organization established in 1973. Its sole purpose is to provide benefits such as scholarships and grants to the Dallas County Community College District (the "District"), and to the students, faculty, and staff of the District's seven colleges and the Bill J. Priest Institute for Economic Development and R. Jan LeCroy Center for Educational Telecommunications.

**Basis of Presentation**—The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with generally accepted accounting principles.

The Foundation maintains its accounts in accordance with the principles of fund accounting. Resources for various purposes are classified into funds that are in accordance with activities or objectives specified by donors. Separate accounts are maintained for each fund. For reporting purposes, however, the Foundation classifies net assets and revenues, expenses, gains, and losses based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Foundation and changes therein are classified and reported as follows:

- **Unrestricted Net Assets**—Net assets that are not subject to donor-imposed restrictions and may be used for any operating purpose of the Foundation.
- **Temporarily Restricted Net Assets**—Net assets that are subject to donor-imposed stipulations that require the passage of time or the occurrence of a specific event.

- ***Permanently Restricted Net Assets***—Net assets required to be maintained in perpetuity, with only the income used for operating activities, due to donor-imposed restrictions.

***Cash and Cash Equivalents***—The Foundation considers all highly liquid financial instruments purchased with an original maturity of three months or less to be cash equivalents. Cash equivalents include money market funds totaling \$3,292,278 as of August 31, 2004.

***Investments***—Investments in marketable securities with readily determinable fair values and all investments in debt securities are to be reported at their fair values in the statement of financial position. Unrealized gains and losses are to be reported in the statement of activities.

Under the terms of a revocable trust agreement with Frost National Bank, the Foundation maintains an investment management agreement with Crestwood Asset Management; Smith Asset Management Group, L.P.; and Barrow, Hanley, Mewhinney & Strauss, Inc., whereby they manage the Foundation's investments in a manner consistent with the investment goals and policies established by the Board of Directors.

***Contributions***—Contributions are recognized as revenues in the period received. Contributions of assets other than cash are recorded at their estimated fair value. The Foundation reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets.

***Contributed Services***—The services of the Foundation employees have been donated by the District. The estimated fair value of these contributed services is \$213,683 and has been included in revenues, gains, other support and receipts of amounts held for others and management and general expenses in the accompanying financial statements.

The District also provides office space and equipment at no cost to the Foundation. Because the Foundation does not have a clearly measurable basis to estimate the value of these contributed facilities and equipment, no amounts have been reflected in the financial statements.

***Federal Income Taxes***—The income of the Foundation, except for unrelated business income, is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The Foundation had no unrelated business income during the year ended August 31, 2004.

***Use of Estimates***—The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.



**Reclassifications**—Certain amounts of the beginning net assets have been reclassified to conform to 2004 presentation. The reclassifications had no effect on previously reported total net assets or changes in total net assets.

|                        | At August 31, 2003     |                    |
|------------------------|------------------------|--------------------|
|                        | As Previously Reported | As Reclassified    |
| Net Assets:            |                        |                    |
| Assets Held for Others | \$4,894,849            | \$ -               |
| Unrestricted           | -                      | 1,019,144          |
| Temporarily restricted | -                      | 3,875,705          |
| Total                  | <u>\$4,894,849</u>     | <u>\$4,894,849</u> |

## 2. INVESTMENTS

Investments are composed of the following:

|                             | Cost                | Fair Value          |
|-----------------------------|---------------------|---------------------|
| Corporate bonds             | \$ 5,411,028        | \$ 5,496,963        |
| Corporate stocks            | 9,640,413           | 10,765,124          |
| U.S. government obligations | <u>168,006</u>      | <u>170,418</u>      |
|                             | <u>\$15,219,447</u> | <u>\$16,432,505</u> |

## 3. CONTRIBUTIONS RECEIVABLE

Contributions receivable at August 31, 2004 are summarized as follows:

|                              |                    |
|------------------------------|--------------------|
| Pledges due in 2005          | \$1,113,000        |
| Pledges due from 2006 - 2014 | <u>5,750,543</u>   |
|                              | <u>\$6,863,543</u> |

Long-term pledges are stated at net present value.

\* \* \* \* \*

## DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

## SCHEDULE A

## SCHEDULE OF OPERATING REVENUES

YEAR ENDED AUGUST 31, 2004 (WITH MEMORANDUM TOTALS FOR THE YEAR ENDED AUGUST 31, 2003)

|                                              | Unrestricted         | Restricted           | Total<br>Educational<br>Activities | Auxiliary<br>Enterprises | 2004                  | 2003                 |
|----------------------------------------------|----------------------|----------------------|------------------------------------|--------------------------|-----------------------|----------------------|
| <b>Tuition:</b>                              |                      |                      |                                    |                          |                       |                      |
| State funded credit courses:                 |                      |                      |                                    |                          |                       |                      |
| In-district resident tuition                 | \$ 27,703,549        | \$ -                 | \$ 27,703,549                      | \$ -                     | \$ 27,703,549         | \$ 23,292,893        |
| Out-of-district resident tuition             | 6,487,844            | -                    | 6,487,844                          | -                        | 6,487,844             | 6,311,138            |
| Non-resident tuition                         | 5,215,778            | -                    | 5,215,778                          | -                        | 5,215,778             | 6,359,451            |
| TPEG—credit (set aside) *                    | 2,163,946            | -                    | 2,163,946                          | -                        | 2,163,946             | 1,911,061            |
| State-funded continuing education            | 10,531,179           | -                    | 10,531,179                         | -                        | 10,531,179            | 10,327,099           |
| TPEG—non-credit (set aside) *                | 635,822              | -                    | 635,822                            | -                        | 635,822               | 656,693              |
| Non-state funded educational programs        | 2,610,512            | -                    | 2,610,512                          | -                        | 2,610,512             | 2,148,483            |
| Total tuition                                | <u>55,348,630</u>    | <u>-</u>             | <u>55,348,630</u>                  | <u>-</u>                 | <u>55,348,630</u>     | <u>51,006,818</u>    |
| <b>Charges:</b>                              |                      |                      |                                    |                          |                       |                      |
| Distance learning charge                     | 412,641              | -                    | 412,641                            | -                        | 412,641               | 185,554              |
| Installment plan charges                     | 396,365              | -                    | 396,365                            | -                        | 396,365               | 364,355              |
| Prior year tuition and charges               | (8,508)              | -                    | (8,508)                            | -                        | (8,508)               | 3,200                |
| Total charges                                | <u>800,498</u>       | <u>-</u>             | <u>800,498</u>                     | <u>-</u>                 | <u>800,498</u>        | <u>553,109</u>       |
| <b>Scholarship allowances and discounts:</b> |                      |                      |                                    |                          |                       |                      |
| Remissions and exemptions—state              | (453,722)            | -                    | (453,722)                          | -                        | (453,722)             | (344,416)            |
| Remissions and exemptions—local              | (1,508,903)          | -                    | (1,508,903)                        | -                        | (1,508,903)           | (1,445,763)          |
| Reduced tuition pilot                        | -                    | -                    | -                                  | -                        | -                     | (1,847,951)          |
| Title IV federal grants                      | (8,110,644)          | -                    | (8,110,644)                        | -                        | (8,110,644)           | (5,911,149)          |
| Other federal grants                         | (827,080)            | -                    | (827,080)                          | -                        | (827,080)             | (789,889)            |
| TPEG awards                                  | (1,052,137)          | -                    | (1,052,137)                        | -                        | (1,052,137)           | (865,997)            |
| Other state grants                           | (781,544)            | -                    | (781,544)                          | -                        | (781,544)             | (374,510)            |
| Rising Star program                          | (600,135)            | -                    | (600,135)                          | -                        | (600,135)             | (195,979)            |
| Other local grants                           | (67,561)             | -                    | (67,561)                           | -                        | (67,561)              | (13,084)             |
| Total scholarship allowances                 | <u>(13,401,726)</u>  | <u>-</u>             | <u>(13,401,726)</u>                | <u>-</u>                 | <u>(13,401,726)</u>   | <u>(11,788,738)</u>  |
| Total net tuition and charges                | <u>42,747,402</u>    | <u>-</u>             | <u>42,747,402</u>                  | <u>-</u>                 | <u>42,747,402</u>     | <u>39,771,189</u>    |
| <b>Additional operating revenues:</b>        |                      |                      |                                    |                          |                       |                      |
| Federal grants and contracts                 | 1,034,545            | 44,187,962           | 45,222,507                         | 41,366                   | 45,263,873            | 40,719,357           |
| State grants and contracts                   | 70,502               | 2,565,982            | 2,636,484                          | 1,117                    | 2,637,601             | 4,657,441            |
| Non-governmental grants and contracts        | 2,474                | 5,166,491            | 5,168,965                          | -                        | 5,168,965             | 4,133,147            |
| Sales and services of educational activities | 545,233              | -                    | 545,233                            | -                        | 545,233               | 446,968              |
| Other operating revenues                     | 1,132,609            | -                    | 1,132,609                          | -                        | 1,132,609             | 1,177,256            |
| Total additional operating revenues          | <u>2,785,363</u>     | <u>51,920,435</u>    | <u>54,705,798</u>                  | <u>42,483</u>            | <u>54,748,281</u>     | <u>51,134,169</u>    |
| <b>Auxiliary Enterprises:</b>                |                      |                      |                                    |                          |                       |                      |
| Bookstore                                    | -                    | -                    | -                                  | 1,568,175                | 1,568,175             | 1,495,770            |
| Food Service                                 | -                    | -                    | -                                  | 633,989                  | 633,989               | 620,341              |
| Center for Educational Telecommunications    | -                    | -                    | -                                  | 3,159,838                | 3,159,838             | 3,476,227            |
| Business Incubation Center                   | -                    | -                    | -                                  | 197,645                  | 197,645               | 211,551              |
| Universities Center of Dallas                | -                    | -                    | -                                  | 449,907                  | 449,907               | 450,617              |
| Student Programs                             | -                    | -                    | -                                  | 582,320                  | 582,320               | 720,922              |
| Total net auxiliary enterprises              | <u>-</u>             | <u>-</u>             | <u>-</u>                           | <u>6,591,874</u>         | <u>6,591,874</u>      | <u>6,975,428</u>     |
| Total Operating Revenues                     | <u>\$ 45,532,765</u> | <u>\$ 51,920,435</u> | <u>\$ 97,453,200</u>               | <u>\$ 6,634,357</u>      | <u>\$ 104,087,557</u> | <u>\$ 97,880,786</u> |
|                                              |                      |                      |                                    |                          | (Exhibit 2)           | (Exhibit 2)          |

\* In accordance with Education Code 56.033, \$2,799,768 and \$2,567,754 for years August 31, 2004 and 2003, respectively, of tuition was set aside for Texas Public Education grants (TPEG)

## DALLAS COMMUNITY COLLEGE DISTRICT

## SCHEDULE B

## SCHEDULE OF OPERATING EXPENSES BY OBJECT

YEAR ENDED AUGUST 31, 2004 (WITH MEMORANDUM TOTALS FOR THE YEAR ENDED AUGUST 31, 2003)

|                                                                   | Operating Expenses |               |                | 2004          | 2003           |
|-------------------------------------------------------------------|--------------------|---------------|----------------|---------------|----------------|
|                                                                   | Salaries and Wages | Benefits      | Other Expenses |               |                |
|                                                                   |                    | State         | Local          |               |                |
| UNRESTRICTED—Educational activities:                              |                    |               |                |               |                |
| Instruction                                                       | \$ 90,288,214      | \$ -          | \$ 5,997,656   | \$ 12,458,656 | \$ 108,744,526 |
| Public service                                                    | 2,786,025          | -             | 185,070        | 1,631,694     | 4,602,789      |
| Academic support                                                  | 9,286,317          | -             | 616,870        | 3,781,051     | 13,684,238     |
| Student services                                                  | 17,132,772         | -             | 1,138,094      | 3,164,257     | 21,435,123     |
| Institutional support                                             | 29,462,754         | -             | 1,957,149      | 9,252,897     | 40,672,800     |
| Operation and maintenance of plant                                | 6,624,807          | -             | 440,072        | 14,953,354    | 22,018,233     |
| Scholarships and fellowships                                      | -                  | -             | -              | -             | -              |
| Total unrestricted educational activities                         | 155,580,889        | -             | 10,334,911     | 45,241,909    | 211,157,709    |
| RESTRICTED—Educational activities:                                |                    |               |                |               |                |
| Instruction                                                       | 1,706,521          | 10,416,120    | -              | 5,266,609     | 17,389,250     |
| Public service                                                    | 1,277,135          | 321,411       | -              | 3,515,571     | 5,114,117      |
| Academic support                                                  | 377,038            | 1,071,318     | -              | (8,300)       | 1,440,056      |
| Student services                                                  | 2,406,894          | 1,976,526     | -              | 2,133,879     | 6,517,299      |
| Institutional support                                             | 1,355,379          | 3,398,977     | -              | 862,506       | 5,616,862      |
| Operation and maintenance of plant                                | -                  | 764,272       | -              | -             | 764,272        |
| Scholarships and fellowships                                      | -                  | -             | -              | 25,784,407    | 25,784,407     |
| Total restricted educational activities                           | 7,122,967          | 17,948,624    | -              | 37,554,672    | 62,626,263     |
| TOTAL EDUCATIONAL ACTIVITIES                                      | 162,703,856        | 17,948,624    | 10,334,911     | 82,796,581    | 273,783,972    |
| AUXILIARY ENTERPRISES                                             | 4,478,343          | -             | 834,144        | 4,996,892     | 10,309,379     |
| DEPRECIATION EXPENSE—Buildings and other real estate improvements | -                  | -             | -              | 6,218,946     | 6,218,946      |
| DEPRECIATION EXPENSE—Equipment and furniture                      | -                  | -             | -              | 3,431,691     | 3,431,691      |
| TOTAL OPERATING EXPENSES                                          | \$ 167,182,199     | \$ 17,948,624 | \$ 11,169,055  | \$ 97,444,110 | \$ 293,743,988 |
|                                                                   |                    |               |                | (Exhibit 2)   | (Exhibit 2)    |

## DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

## SCHEDULE C

## SCHEDULE OF NON-OPERATING REVENUES AND EXPENSES

YEAR ENDED AUGUST 31, 2004 (WITH MEMORANDUM TOTALS FOR THE YEAR ENDED AUGUST 31, 2003)

|                                      | Unrestricted         | Restricted          | Auxiliary<br>Enterprises | 2004                                | 2003                                |
|--------------------------------------|----------------------|---------------------|--------------------------|-------------------------------------|-------------------------------------|
| NON-OPERATING REVENUES:              |                      |                     |                          |                                     |                                     |
| State appropriations                 | \$ 83,053,974        | \$18,635,068        | \$ -                     | \$101,689,042                       | \$100,623,986                       |
| Maintenance ad valorem taxes         | 100,559,482          | -                   | -                        | 100,559,482                         | 76,921,860                          |
| Gifts                                | 316,618              | -                   | -                        | 316,618                             | 723,092                             |
| Investment income                    | 3,153,023            | -                   | 486,560                  | 3,639,583                           | 3,073,000                           |
| Gain on sale of investment           | 76,931               | -                   | 7,826                    | 84,757                              | 78,220                              |
| Contributions in aid of construction | -                    | -                   | -                        | -                                   | 495,952                             |
| Other non-operating revenue          | 182,190              | -                   | 34                       | 182,224                             | 52,225                              |
| Total non-operating revenues         | <u>187,342,218</u>   | <u>18,635,068</u>   | <u>494,420</u>           | <u>206,471,706</u>                  | <u>181,968,335</u>                  |
| NON-OPERATING EXPENSES:              |                      |                     |                          |                                     |                                     |
| Interest on capital related debt     | 1,904,536            | -                   | -                        | 1,904,536                           | 735,065                             |
| Loss on disposal of capital assets   | 251,346              | -                   | (50)                     | 251,296                             | 238,206                             |
| Accrual for legal expenses           | 1,682,923            | -                   | -                        | 1,682,923                           | -                                   |
| Other non-operating expense          | 39,532               | -                   | -                        | 39,532                              | 453,827                             |
| Total non-operating expenses         | <u>3,878,337</u>     | <u>-</u>            | <u>(50)</u>              | <u>3,878,287</u>                    | <u>1,427,098</u>                    |
| NET NON-OPERATING REVENUES           | <u>\$183,463,881</u> | <u>\$18,635,068</u> | <u>\$494,470</u>         | <u>\$202,593,419</u><br>(Exhibit 2) | <u>\$180,541,237</u><br>(Exhibit 2) |

## DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

## SCHEDULE D

## SCHEDULE OF NET ASSETS BY SOURCE AND AVAILABILITY

YEAR ENDED AUGUST 31, 2004 (WITH MEMORANDUM TOTALS FOR THE YEAR ENDED AUGUST 31, 2003)

|                                             | Detail by Source |                          |                |                                                           |                              | Available for Current Operations |              |
|---------------------------------------------|------------------|--------------------------|----------------|-----------------------------------------------------------|------------------------------|----------------------------------|--------------|
|                                             | Unrestricted     | Restricted<br>Expendable | Non-Expendable | Capital Assets<br>Net of Depreciation<br>and Related Debt | Total                        | Yes                              | No           |
| Current:                                    |                  |                          |                |                                                           |                              |                                  |              |
| Unrestricted                                | \$ 68,893,012    | \$ -                     | \$ -           | \$ -                                                      | \$ 68,893,012                | \$68,893,012                     | \$ -         |
| Auxiliary enterprises                       | 19,966,140       | -                        | -              | -                                                         | 19,966,140                   | 19,966,140                       | -            |
| Restricted                                  | -                | -                        | -              | -                                                         | -                            | -                                | -            |
| Loan                                        | 126,137          | -                        | -              | -                                                         | 126,137                      | -                                | 126,137      |
| Endowment:                                  |                  |                          |                |                                                           |                              |                                  |              |
| Quasi-unrestricted,<br>designated           | 5,288,316        | -                        | -              | -                                                         | 5,288,316                    | -                                | 5,288,316    |
| Plant:                                      |                  |                          |                |                                                           |                              |                                  |              |
| Unexpended                                  | 1,284,065        | -                        | -              | -                                                         | 1,284,065                    | -                                | 1,284,065    |
| Debt service                                | -                | 7,394,286                | -              | -                                                         | 7,394,286                    | -                                | 7,394,286    |
| Investment in plant                         | -                | -                        | -              | 243,154,370                                               | 243,154,370                  | -                                | 243,154,370  |
| TOTAL NET ASSETS—<br>August 31, 2004        | 95,557,670       | 7,394,286                | -              | 243,154,370                                               | 346,106,326<br>(Exhibit 1)   | 88,859,152                       | 257,247,174  |
| TOTAL NET ASSETS—<br>August 31, 2003        | 111,202,523      | 6,486,525                | -              | 215,480,290                                               | 333,169,338<br>(Exhibit 1)   | 80,786,643                       | 252,382,695  |
| NET INCREASE<br>(DECREASE) IN<br>NET ASSETS | \$ (15,644,853)  | \$ 907,761               | \$ -           | \$ 27,674,080                                             | \$ 12,936,988<br>(Exhibit 2) | \$ 8,072,509                     | \$ 4,864,479 |

## STATISTICAL SECTION

These statistical tables provide selected financial and demographic information.  
The statistical tables are for informational purposes only and are not audited.

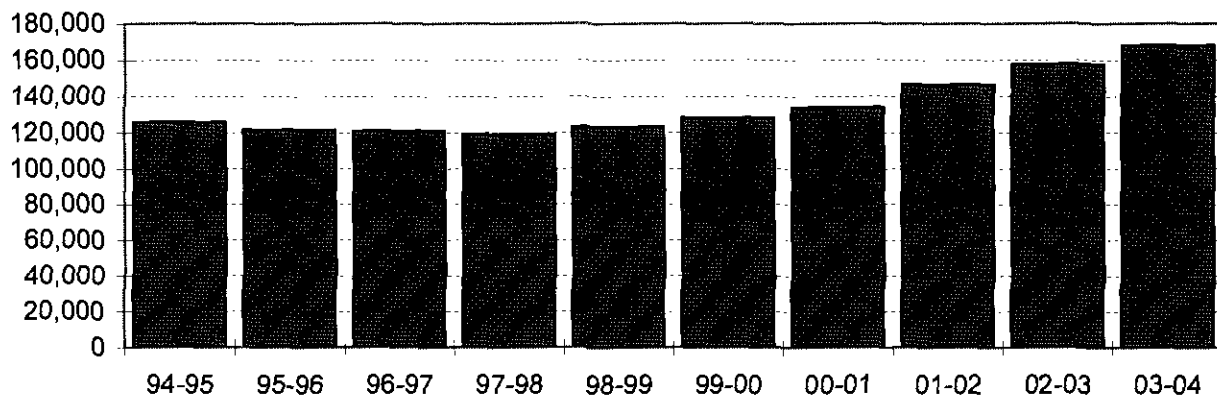
Dallas County Community College District  
Revenues by Source  
For Current Operations  
Last 10 Fiscal Years  
(UNAUDITED)

| Fiscal Year | State Appropriations | Gross Tuition | Taxes for Current Operations | Grants and Contracts | Investment Income | Miscellaneous Revenue | Sales from Auxiliary Enterprises | Totals      |
|-------------|----------------------|---------------|------------------------------|----------------------|-------------------|-----------------------|----------------------------------|-------------|
| 1994-95     | 81,356,820           | 28,945,221    | 39,108,145                   | 22,875,462           | 4,064,901         | 1,187,668             | 4,662,197                        | 182,200,414 |
| 1995-96     | 75,038,533           | 31,296,611    | 41,485,328                   | 21,601,517           | 4,530,978         | 1,219,628             | 4,918,887                        | 180,091,482 |
| 1996-97     | 75,017,496           | 33,178,241    | 44,422,207                   | 24,711,338           | 4,644,107         | 1,346,360             | 5,415,451                        | 188,735,200 |
| 1997-98     | 81,990,290           | 37,551,178    | 46,539,236                   | 25,198,819           | 7,604,470         | 1,627,730             | 7,329,972                        | 207,841,695 |
| 1998-99     | 84,767,215           | 40,413,044    | 50,150,385                   | 29,220,439           | 2,794,751         | 2,145,964             | 6,273,375                        | 215,765,173 |
| 1999-00     | 91,492,899           | 41,831,644    | 54,303,193                   | 28,320,483           | 6,577,573         | 1,977,951             | 6,530,542                        | 231,034,285 |
| 2000-01     | 94,443,217           | 45,910,843    | 58,921,025                   | 35,749,886           | 10,790,852        | 3,450,769             | 6,874,525                        | 256,141,117 |
| 2001-02     | 105,376,873          | 47,353,026    | 76,327,366                   | 43,423,488           | 5,820,263         | 2,806,146             | 6,970,931                        | 288,078,093 |
| 2002-03     | 100,623,986          | 47,921,797    | 79,271,624                   | 49,805,042           | 3,781,059         | 2,212,355             | 7,012,008                        | 290,627,871 |
| 2003-04     | 101,689,042          | 54,186,503    | 97,438,019                   | 54,315,351           | 3,397,260         | 1,649,242             | 6,599,784                        | 319,275,201 |

Dallas County Community College District  
Credit Headcount Enrollments for All Campuses  
Last 10 Fiscal Years  
(UNAUDITED)

| State Funded |                  |
|--------------|------------------|
| Fiscal Year  | Total Enrollment |
| 1994-95      | 125,925          |
| 1995-96      | 121,660          |
| 1996-97      | 120,887          |
| 1997-98      | 119,203          |
| 1998-99      | 123,264          |
| 1999-00      | 128,104          |
| 2000-01      | 133,999          |
| 2001-02      | 146,561          |
| 2002-03      | 157,689          |
| 2003-04      | 168,116          |

**Dallas County Community College District  
Headcount Enrollments Trend**

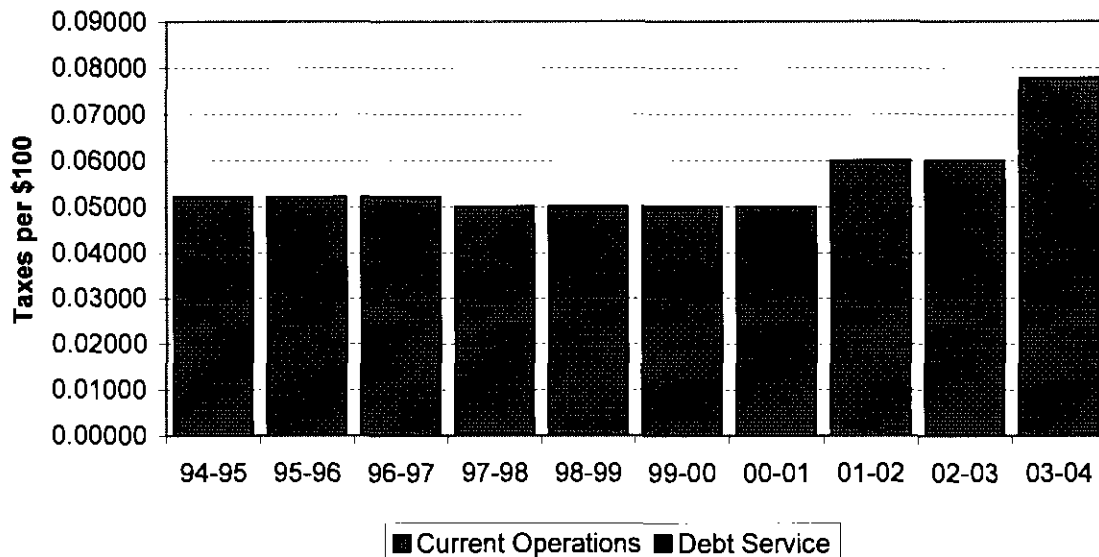




Dallas County Community College District  
Ad Valorem Tax Rates Assessed  
Last 10 Fiscal Years  
(UNAUDITED)

| Fiscal Year | Current Operations | Debt Service | Total   |
|-------------|--------------------|--------------|---------|
| 1994-95     | 0.05210            | 0.00000      | 0.05210 |
| 1995-96     | 0.05210            | 0.00000      | 0.05210 |
| 1996-97     | 0.05210            | 0.00000      | 0.05210 |
| 1997-98     | 0.05000            | 0.00000      | 0.05000 |
| 1998-99     | 0.05000            | 0.00000      | 0.05000 |
| 1999-00     | 0.05000            | 0.00000      | 0.05000 |
| 2000-01     | 0.05000            | 0.00000      | 0.05000 |
| 2001-02     | 0.06000            | 0.00000      | 0.06000 |
| 2002-03     | 0.06000            | 0.00000      | 0.06000 |
| 2003-04     | 0.07780            | 0.00000      | 0.07780 |

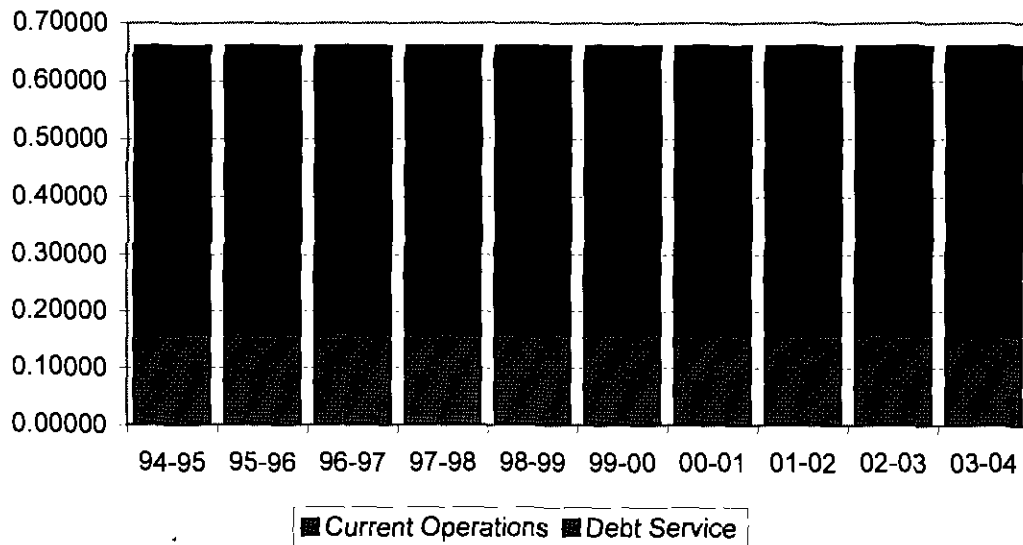
**Dallas County Community College District  
Ad Valorem Tax Rates Assessed and Adopted**



Dallas County Community College District  
Ad Valorem Tax Rates Authorized  
Last 10 Fiscal Years  
(UNAUDITED)

| Fiscal Year | Current Operations | Debt Service | Total  |
|-------------|--------------------|--------------|--------|
| 94-95       | 0.1600             | 0.5000       | 0.6600 |
| 95-96       | 0.1600             | 0.5000       | 0.6600 |
| 96-97       | 0.1600             | 0.5000       | 0.6600 |
| 97-98       | 0.1600             | 0.5000       | 0.6600 |
| 98-99       | 0.1600             | 0.5000       | 0.6600 |
| 99-00       | 0.1600             | 0.5000       | 0.6600 |
| 00-01       | 0.1600             | 0.5000       | 0.6600 |
| 01-02       | 0.1600             | 0.5000       | 0.6600 |
| 02-03       | 0.1600             | 0.5000       | 0.6600 |
| 03-04       | 0.1600             | 0.5000       | 0.6600 |

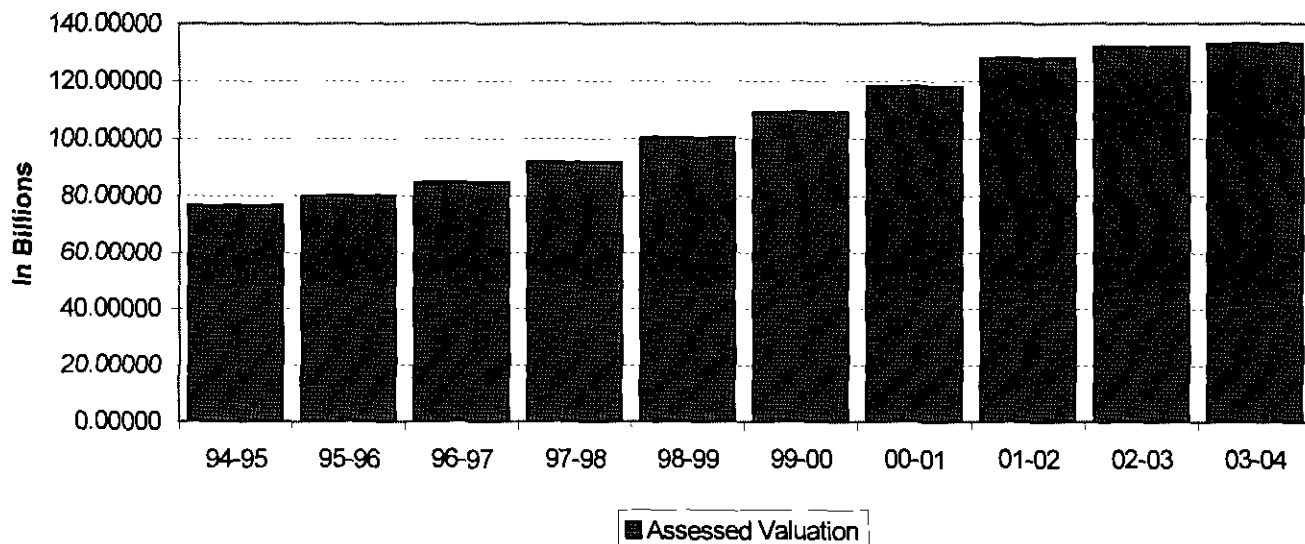
**Dallas County Community College District  
Ad Valorem Tax Rates Authorized**



Dallas County Community College District  
Net Assessed Valuation  
Last 10 Fiscal Years  
(UNAUDITED)

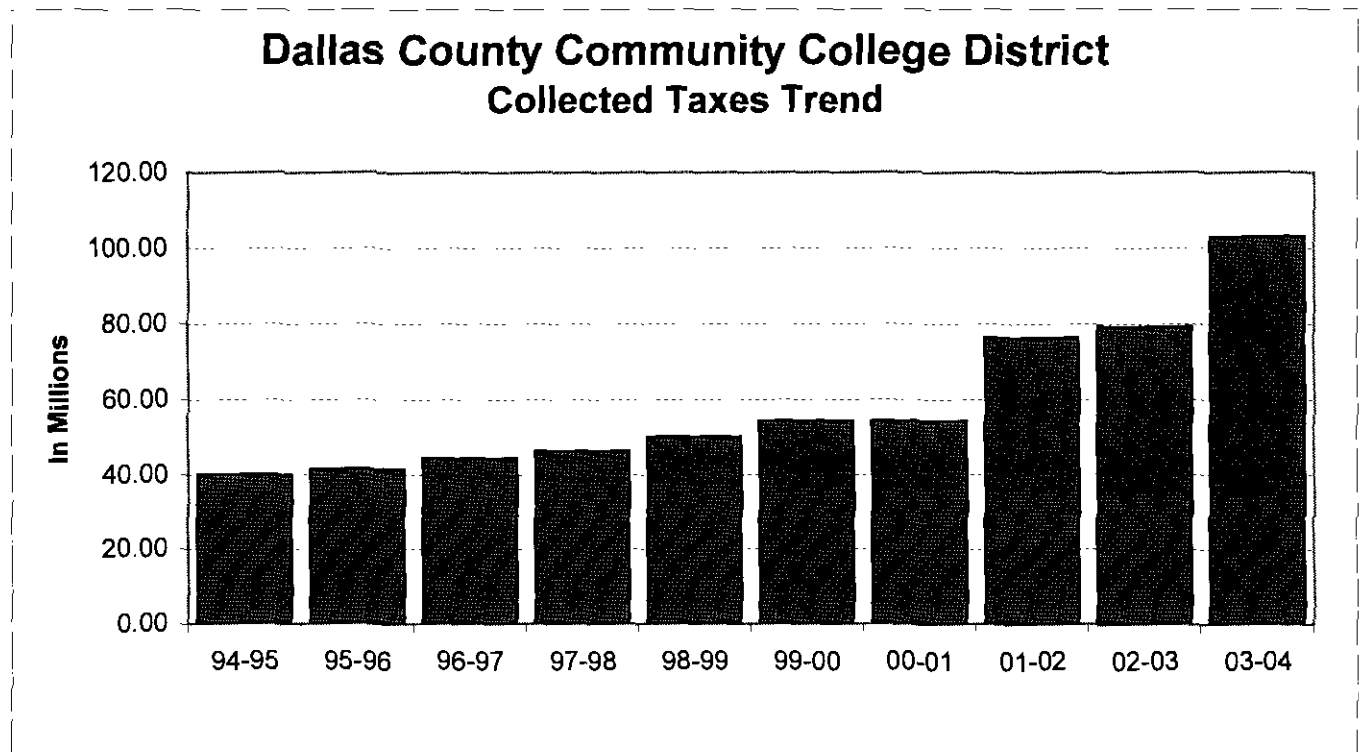
| Fiscal Year | Assessed Valuation | Less: Exemptions | Net Assessed Valuation |
|-------------|--------------------|------------------|------------------------|
| 1994-95     | \$ 76,669,604,827  | n/a              | \$ 76,669,604,827      |
| 1995-96     | 80,051,281,545     | n/a              | 80,051,281,545         |
| 1996-97     | 101,489,274,822    | \$16,820,710,237 | 84,668,564,585         |
| 1997-98     | 107,875,664,180    | 16,040,225,271   | 91,835,438,909         |
| 1998-99     | 117,946,969,580    | 17,577,537,505   | 100,369,432,075        |
| 1999-00     | 129,424,543,981    | 20,022,309,141   | 109,402,234,840        |
| 2000-01     | 139,771,154,156    | 21,729,047,876   | 118,042,106,280        |
| 2001-02     | 150,143,446,501    | 22,201,699,137   | 127,941,747,364        |
| 2002-03     | 159,130,757,365    | 27,293,383,493   | 131,837,373,872        |
| 2003-04     | 160,837,173,553    | 27,825,510,520   | 133,011,663,033        |

**Dallas County Community College District  
Net Assessed Valuation Trend**



Dallas County Community College District  
Ad Valorem Taxes Collected  
Last 10 Fiscal Years  
(UNAUDITED)

| Fiscal Year | Current Tax Collections* | Delinquent Collections | Total Tax Collections |
|-------------|--------------------------|------------------------|-----------------------|
| 1994-95     | \$ 39,500,857            | \$ 467,486             | \$ 39,968,343         |
| 1995-96     | 41,026,891               | 458,437                | 41,485,328            |
| 1996-97     | 43,692,021               | 730,186                | 44,422,207            |
| 1997-98     | 45,596,471               | 942,765                | 46,539,236            |
| 1998-99     | 49,513,797               | 636,588                | 50,150,385            |
| 1999-00     | 53,862,878               | 440,315                | 54,303,193            |
| 2000-01     | 58,142,046               | 778,979                | 58,921,025            |
| 2001-02     | 75,022,195               | 1,305,171              | 76,327,366            |
| 2002-03     | 77,484,484               | 1,787,140              | 79,271,624            |
| 2003-04     | 101,344,591              | 1,580,312              | 102,924,903           |

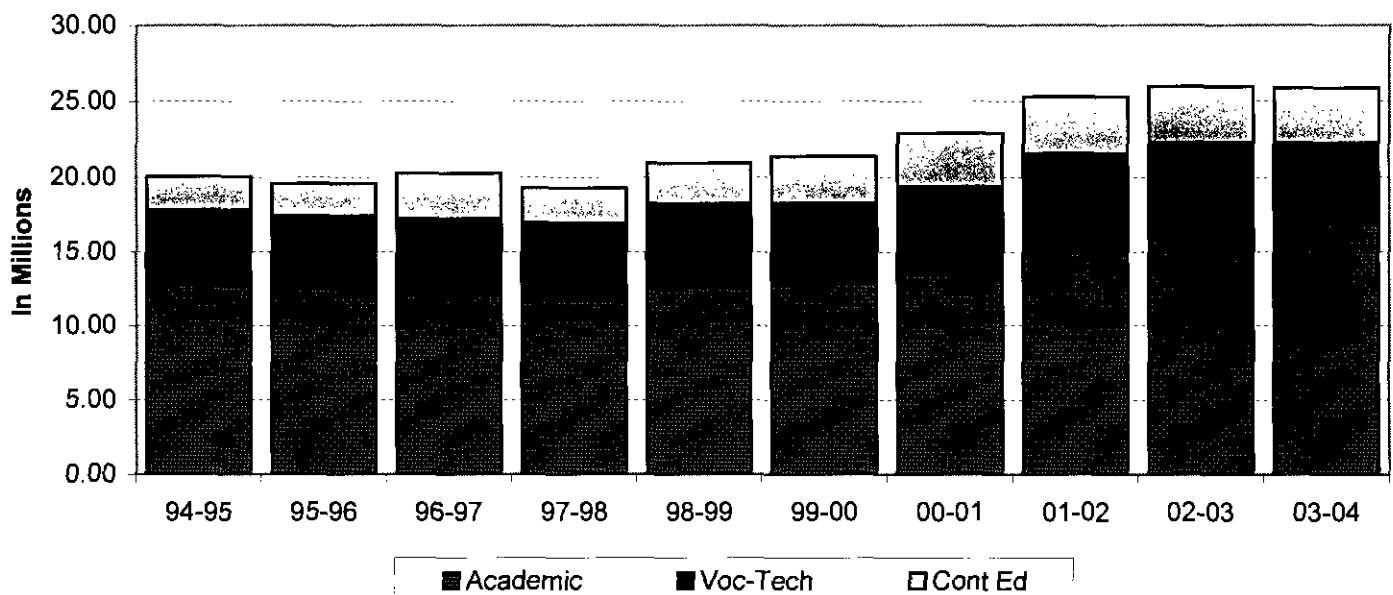


\* Current Tax Collections include Penalty and Interest payments.

Dallas County Community College District  
Contact Hour History  
Last 10 Fiscal Years  
(UNAUDITED)

| Fiscal Year | Academic   | Vocational Technical | Continuing Ed | Total      |
|-------------|------------|----------------------|---------------|------------|
| 1994-95     | 12,743,103 | 5,057,983            | 2,264,059     | 20,065,145 |
| 1995-96     | 12,520,390 | 4,881,700            | 2,169,641     | 19,571,731 |
| 1996-97     | 12,085,589 | 5,119,269            | 3,060,208     | 20,265,066 |
| 1997-98     | 11,760,040 | 5,155,623            | 2,357,807     | 19,273,470 |
| 1998-99     | 12,594,512 | 5,625,608            | 2,706,116     | 20,926,236 |
| 1999-00     | 12,888,021 | 5,369,948            | 3,121,529     | 21,379,498 |
| 2000-01     | 13,502,696 | 5,850,800            | 3,554,137     | 22,907,633 |
| 2001-02     | 14,947,641 | 6,590,056            | 3,762,734     | 25,300,431 |
| 2002-03     | 16,479,743 | 5,786,832            | 3,692,329     | 25,958,904 |
| 2003-04     | 16,890,232 | 5,343,248            | 3,609,325     | 25,842,805 |

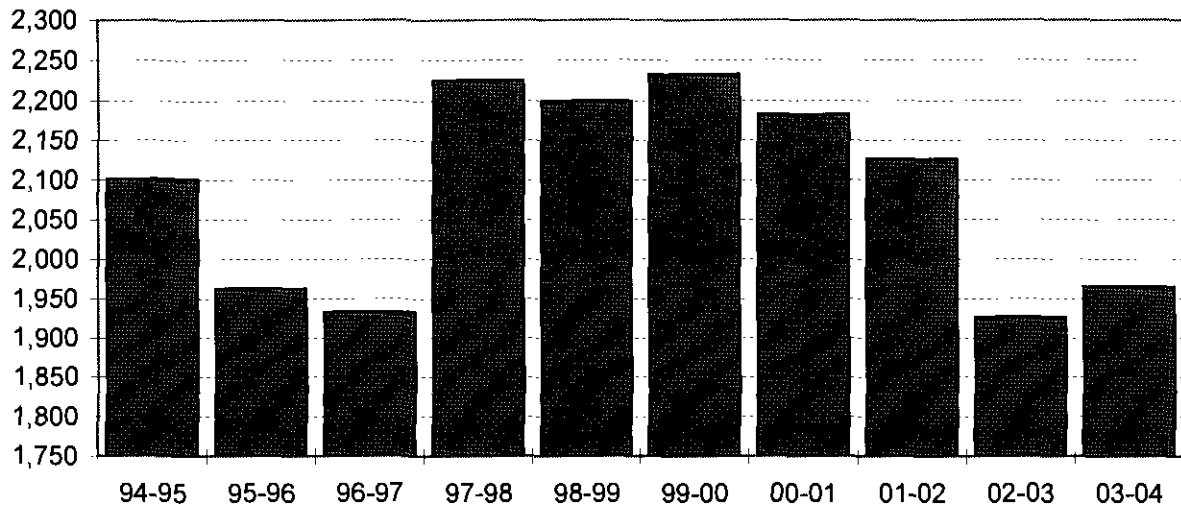
**Dallas County Community College District  
Contact Hour Trend**



Dallas County Community College District  
State Appropriations Per FTSE  
Last 10 Fiscal Years  
(UNAUDITED)

| Fiscal Year | Appropriations Per FTSE |
|-------------|-------------------------|
| 1994-95     | \$ 2,101                |
| 1995-96     | 1,963                   |
| 1996-97     | 1,933                   |
| 1997-98     | 2,225                   |
| 1998-99     | 2,199                   |
| 1999-00     | 2,232                   |
| 2000-01     | 2,182                   |
| 2001-02     | 2,126                   |
| 2002-03     | 1,927                   |
| 2003-04     | 1,965                   |

**Dallas County Community College District  
State Appropriations Per FTSE Trend**



DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

OMB CIRCULAR A-133

SUPPLEMENTAL FINANCIAL AND COMPLIANCE REPORT

YEAR ENDED AUGUST 31, 2004

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## **INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND COMPLIANCE AND OTHER MATTERS BASED UPON THE AUDIT PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

The Board of Trustees of  
Dallas County Community College District:

We have audited the basic financial statements of Dallas County Community College District (the "District") as of and for the year ended August 31, 2004, and have issued our report thereon dated December 6, 2004. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

### Texas Public Funds Investment Act

We also performed tests of the District's compliance with the requirements of the Texas Public Funds Investment Act (the "Act"). The results of our tests disclosed no instances of non-compliance with the Act. However, providing an opinion on compliance with the Act was not an objective of our audit and accordingly, we do not express an opinion.

### Internal Control Over Financial Reporting

In planning and performing our audit, we considered the District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we consider to be material weaknesses. However,



we noted other matters involving the internal control over financial reporting that we have reported to management of the District in a separate letter dated December 6, 2004.

This report is intended solely for the information and use of management, the Board of Trustees, federal and state awarding agencies and others within the organization and is not intended to be and should not be used by anyone other than these specified parties.

*Deloitte & Touche LLP*

December 6, 2004

## **INDEPENDENT AUDITORS' REPORT ON COMPLIANCE AND INTERNAL CONTROL OVER COMPLIANCE APPLICABLE TO EACH MAJOR FEDERAL AND STATE AWARD PROGRAM**

The Board of Trustees  
Dallas County Community College District:

### Compliance

We have audited the compliance of Dallas County Community College District (the "District") with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal and state programs for the year ended August 31, 2004. The District's major federal and state programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal and state programs is the responsibility of the District's management. Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In our opinion, the District complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal and state programs for the year ended August 31, 2004.

### Internal Control Over Compliance

The management of the District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the District's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and

to test and report on the internal control over compliance in accordance with OMB Circular A-133 and the State of Texas' Single Audit Circular.

Our consideration of the internal control over compliance would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with applicable requirements of laws, regulations, contracts, and grants caused by error or fraud that would be material in relation to a major federal program being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over compliance and its operation that we consider to be material weaknesses.

This report is intended solely for the information and use of management, the Board of Trustees, federal and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Deloitte & Touche LLP*

December 6, 2004

## DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

## SCHEDULE E

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED AUGUST 31, 2004**

| <b>Federal Grantor/Pass-Through<br/>Grantor Program Name</b>      | <b>CFDA</b> | <b>Grant #</b>  | <b>Expenditures</b> |
|-------------------------------------------------------------------|-------------|-----------------|---------------------|
| <b>U.S. DEPARTMENT OF EDUCATION:</b>                              |             |                 |                     |
| Direct Programs:                                                  |             |                 |                     |
| Supplemental Educational Opportunity Grant                        | 84.007 (1)  |                 | \$ 705,994          |
| Strengthening Institutions—Title III                              | 84.031A     |                 | 648,232             |
| Strengthening Institutions—Title V                                | 84.031S     |                 | 409,863             |
| College Work Study Program                                        | 84.033 (1)  |                 | 813,669             |
| Job Locator Development                                           | 84.033 (1)  |                 | 39,642              |
| TRIO                                                              | 84.042A (2) |                 | 1,811,972           |
| Talent Search                                                     | 84.044A (2) |                 | 214,719             |
| Upward Bound                                                      | 84.047A (2) |                 | 1,332,626           |
| PELL                                                              | 84.063 (1)  |                 | 31,305,154          |
| Child Care Access                                                 | 84.335A     |                 | 60,166              |
| Early Childhood Educator Professional Development                 | 84.349A     |                 | <u>516,175</u>      |
| Total Direct from U.S. Department of Education                    |             |                 | 37,858,212          |
| Pass-Through From:                                                |             |                 |                     |
| Texas Higher Education Coordinating Board:                        |             |                 |                     |
| Carl Perkins Vocational Education                                 | 84.048      |                 | 2,356,678           |
| The Leveraging Educational Assistance Partnership                 | 84.151      |                 | 27,492              |
| The Special Leveraging Educational Assistance Partnership         | 84.151      |                 | 7,771               |
| TECH PREP                                                         | 84.243      |                 | <u>686,881</u>      |
| Total Pass Through From Texas Higher Education Coordinating Board |             |                 | 3,078,822           |
| Weatherford College: Texas Counselors' Network                    | 84.048      |                 | 1,857               |
| Texas Rehabilitation Commission:                                  |             |                 |                     |
| Rehabilitation Service - Interpreter-Mobility                     | 84.126      | 976248          | 6,687               |
| Rehabilitation Service - Interpreter-Mobility                     | 84.126      | 978261          | <u>29,203</u>       |
| Total Pass Through From Texas Rehabilitation Commission           |             |                 | 35,890              |
| University of Texas at Arlington:                                 |             |                 |                     |
| Bilingual Program                                                 | 84.195E     | 26-1801-05-62   | 7,060               |
| University of North Texas: Gear Up                                | 84.334A     | 71800-001-00-04 | 120,692             |
| Texas Women's University: Gear Up                                 | 84.334A     | P334A990155     | 25,295              |
| University of Texas at Dallas:                                    |             |                 |                     |
| Community-Based Model to Recruit & Retain<br>Hispanics Program    | 84.116D     | SC 02-02        | <u>309</u>          |
| Total Pass Through from U.S. Department of Education              |             |                 | <u>3,269,925</u>    |
| TOTAL U.S. DEPARTMENT OF EDUCATION                                |             |                 | 41,128,137          |

(1) Clustered Student Financial Aid Programs

(2) Clustered TRIO Programs

See notes to Schedules of Expenditures of Federal and State Awards

(Continued)

## DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

## SCHEDULE E

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
YEAR ENDED AUGUST 31, 2004

| Federal Grantor/Pass-Through<br>Grantor Program Name                 | CFDA   | Grant #               | Expenditures |
|----------------------------------------------------------------------|--------|-----------------------|--------------|
| U.S. DEPARTMENT OF AGRICULTURE:                                      |        |                       |              |
| Pass-Through From:                                                   |        |                       |              |
| Southern United States Trade Association:                            |        |                       |              |
| Export Readiness Training #3                                         | 10.000 | SUSTA/EMO 01-03TXD    | 5,492        |
| Texas Department of Human Services:                                  |        |                       |              |
| Child and Adult Food Program                                         | 10.558 | UCN75N3055            | 23,241       |
| Summer Food Program                                                  | 10.559 | 057-1045              | 46,200       |
| Total Pass Through From Texas Dept of Human Services                 |        |                       | 69,441       |
| TOTAL U.S. DEPARTMENT OF AGRICULTURE                                 |        |                       | 74,933       |
| U. S. DEPARTMENT OF JUSTICE:                                         |        |                       |              |
| Direct Programs:                                                     |        |                       |              |
| COPS                                                                 | 16.710 | 2001UMWX0282          | 35,339       |
| COPS                                                                 | 16.710 | 2003UMWX0140          | 27,407       |
| COPS-HSOP                                                            | 16.710 | 2003OMWX0159          | 8,493        |
| TOTAL U. S. DEPARTMENT OF JUSTICE                                    |        |                       | 71,239       |
| U.S. DEPARTMENT OF LABOR                                             |        |                       |              |
| Pass-Through From:                                                   |        |                       |              |
| Dallas County Local Workforce Development Board:                     |        |                       |              |
| Vought Statewide Activities Program                                  | 17.255 | 322Statewide Activity | 241,910      |
| Unified Youth Services                                               | 17.259 | 328-347 Youth         | 805,333      |
| H1B Technical Skills Training Program                                | 17.261 | 2003-H-1B-367         | 953,247      |
| GO Center Project                                                    | 17.267 |                       | 448          |
| TOTAL U.S. DEPARTMENT OF LABOR                                       |        |                       | 2,000,938    |
| NATIONAL SCIENCE FOUNDATION:                                         |        |                       |              |
| Direct Programs:                                                     |        |                       |              |
| Computer Science, Engineering and Mathematics<br>Scholarship Program | 47.076 | 0220854               | 41,070       |
| Computer Science, Engineering and Mathematics<br>Scholarship Program | 47.076 | 0324032               | 31,834       |
| Total Direct from National Science Foundation                        |        |                       | 72,904       |
| Pass-Through From:                                                   |        |                       |              |
| University of Texas, El Paso:                                        |        |                       |              |
| Alliance for Minority Participation-Phase II                         | 47.071 | HRD-0217691           | 2,714        |
| Collin County Community College:                                     |        |                       |              |
| North Dallas Texas Regional Technologies Center                      | 47.076 | 202408                | 11,084       |
| Texas Engineering Experiment Station:                                |        |                       |              |
| Cyber Security/Computer Forensics Program                            | 47.076 | 53861                 | 8,200        |
| Total Pass Through from National Science Foundation                  |        |                       | 21,998       |
| TOTAL NATIONAL SCIENCE FOUNDATION                                    |        |                       | 94,902       |

See notes to Schedules of Expenditures of Federal and State Awards

(Continued)

## DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

## SCHEDULE E

## SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED AUGUST 31, 2004

| Federal Grantor/Pass-Through<br>Grantor Program Name                     | CFDA   | Grant #          | Expenditures         |
|--------------------------------------------------------------------------|--------|------------------|----------------------|
| <b>SMALL BUSINESS ADMINISTRATION:</b>                                    |        |                  |                      |
| Direct Programs:                                                         |        |                  |                      |
| Small Business Development Center:                                       | 59.037 |                  | 2,171,823            |
| Pass-Through From:                                                       |        |                  |                      |
| Texas Tech University:                                                   |        |                  |                      |
| State Technology Transfer Partnership Project                            | 59.000 | SBAAHQ-02-R-0008 | 2,243                |
| <b>TOTAL SMALL BUSINESS ADMINISTRATION</b>                               |        |                  | <b>2,174,066</b>     |
| <b>U.S. DEPARTMENT OF HEALTH &amp; HUMAN SERVICES</b>                    |        |                  |                      |
| Direct Programs:                                                         |        |                  |                      |
| Allied Health Leadership Coalition                                       | 93.191 | 03-021SP         | 26,775               |
| Head Start Program                                                       | 93.600 | 90YP0018/01      | 32,589               |
| Total Direct From U.S. Department of Health & Human Services             |        |                  | 59,364               |
| Pass-Through From:                                                       |        |                  |                      |
| University of Texas, at Austin:                                          |        |                  |                      |
| Substance Abuse & Mental Health                                          | 93.000 | 1-UDI-TI13423    | 17,453               |
| Texas Workforce Commission:                                              |        |                  |                      |
| Self Sufficiency Fund/TANF Rider 23A                                     | 93.558 | 0603TJR000       | 38,928               |
| Self Sufficiency Fund-Healthcare Occupations                             | 93.558 | 0603SSF000       | 273,769              |
| Self Sufficiency Fund-Mortgage & Medical                                 | 93.558 | 0604SSF001       | 264,368              |
| Total Texas Workforce Commission                                         |        |                  | 577,065              |
| Tarrant Council on Alcoholism and Drug Abuse: Substance Abuse & Mental F | 93.243 | 1 UDI SP09416-01 | 5,786                |
| Dallas County Local Workforce Development Board:                         |        |                  |                      |
| Local Self Sufficiency                                                   | 93.558 | 211-SSF          | 153,367              |
| Quality Child Care                                                       | 93.575 | 03080C57         | 53,698               |
| Quality Child Care                                                       | 93.575 | 03080C70         | 72,253               |
| Total Dallas County Local Workforce Development Board                    |        |                  | 279,318              |
| The National Youth Sports Program Fund:                                  |        |                  |                      |
| Summer Youth Sports Program                                              | 93.570 | NYSPF 03-307     | 61,324               |
| Total Pass Through from U.S. Department of Health & Human Resources      |        |                  | 940,946              |
| <b>TOTAL DEPARTMENT OF HEALTH &amp; HUMAN SERVICES</b>                   |        |                  | <b>1,000,310</b>     |
| <b>CORPORATION FOR NATIONAL &amp; COMMUNITY SERVICE:</b>                 |        |                  |                      |
| Pass-Through From:                                                       |        |                  |                      |
| American Association of Community Colleges                               |        |                  |                      |
| AACC-Community Colleges Broadening Horizons                              |        |                  |                      |
| Through Service Learning                                                 | 94.005 | 03LHHDC001       | 16,698               |
| <b>TOTAL CORPORATION FOR NATIONAL &amp; COMMUNITY SERVICES</b>           |        |                  | <b>16,698</b>        |
| <b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>                              |        |                  | <b>\$ 46,561,223</b> |
| See notes to Schedules of Expenditures of Federal and State Awards       |        |                  | (Concluded)          |

**DALLAS COUNTY COMMUNITY COLLEGE DISTRICT****SCHEDULE F****SCHEDULE OF EXPENDITURES OF STATE AWARDS****YEAR ENDED AUGUST 31, 2004**

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| <b>State Agency/Program Name</b>                                       | <b>Grant #</b>    | <b>Expenditures</b>        |
|------------------------------------------------------------------------|-------------------|----------------------------|
| <b>TEXAS HIGHER EDUCATION COORDINATING BOARD:</b>                      |                   |                            |
| Texas Public Education Grant                                           |                   | \$ 2,498,710               |
| Texas Grant Program                                                    |                   | 589,198                    |
| Texas Grant Program II                                                 |                   | 214,857                    |
| Texas College Work Study                                               |                   | 97,387                     |
| Starlink State                                                         |                   | 207,971                    |
| PSIG                                                                   |                   | 43,033                     |
| First Generation                                                       |                   | 57,736                     |
| GO Center Project                                                      |                   | <u>19,623</u>              |
| Total Texas Higher Education Coordinating Board                        |                   | <b>3,728,515</b>           |
| <b>TEXAS PARKS AND WILDLIFE COMMUNITY OUTDOOR<br/>OUTREACH PROGRAM</b> |                   |                            |
|                                                                        |                   | <b>11,174</b>              |
| <b>TELECOMMUNICATIONS INFRASTRUCTURE FUNDS:</b>                        |                   |                            |
| Higher Education Technology Advancement-HE4                            | QE-2001-HE4C-7286 | <b>25,174</b>              |
| <b>TEXAS WORKFORCE COMMISSION:</b>                                     |                   |                            |
| <b>Skills Development Funds</b>                                        |                   |                            |
| Pharmalab                                                              | 0603SDF000        | 17,341                     |
| Dallas Healthcare Consortium                                           | 0603SDF001        | 206,139                    |
| JPMorgan Chase & Washington Mutual                                     | 0603SDF002        | 573,181                    |
| Vought Aircraft                                                        | 0603SDF003        | 203,620                    |
| Intercontinental Manufacturing Co.                                     | 0603SDF004        | 32,812                     |
| Metroplex Consortium                                                   | 0604SDF000        | 343,334                    |
| Vought Aircraft                                                        | 0604SDF001        | 220,505                    |
| Lennox Industries                                                      | 0604SDF002        | <u>213,007</u>             |
| Total Texas Workforce Commission                                       |                   | <b><u>1,809,939</u></b>    |
| <b>TOTAL EXPENDITURES OF STATE AWARDS</b>                              |                   | <b><u>\$ 5,574,802</u></b> |

See notes to Schedules of Expenditures of Federal and State Awards.

# DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

## NOTES TO SCHEDULES OF EXPENDITURES OF FEDERAL AND STATE AWARDS AUGUST 31, 2004

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### 1. GENERAL

The accompanying Schedules of Expenditures of Federal and State Awards present the activity of all federal and state award programs of the Dallas County Community College District (the "District"). The reporting entity of the District is defined in the notes to the financial statements of the District. All federal and state awards received directly from federal or state agencies or federal awards passed through other government agencies are included on the schedules.

### 2. BASIS OF ACCOUNTING

The expenditures included in the schedules are reported for the District's fiscal year ended August 31, 2004. Expenditure reports to funding agencies are prepared on the award period basis. The expenditures reported represent funds which have been expended by the District for the purposes of the award. The expenditures reported above may not have been reimbursed by the funding agencies as of the end of the fiscal year. Some amounts reported in the schedules may differ from amounts used in the preparation of the basic financial statements. Separate accounts are maintained for the different awards to aid in the observance of limitations and restrictions imposed by the funding agencies. The District has followed all applicable guidelines issued by various entities in the preparation of the schedules.

### 3. RELATIONSHIP TO FINANCIAL STATEMENTS

Federal and state awards revenues are reported in the financial statements of the District for the year ended August 31, 2004, as follows:

|                                                          | Federal             | State              |
|----------------------------------------------------------|---------------------|--------------------|
| Total revenues per Schedule A                            | \$45,263,873        | \$2,637,601        |
| Texas Public Education Grants                            | -                   | 2,799,768          |
| Fall tuition-related grants deferred to next fiscal year | 1,112,797           | 108,217            |
| Other                                                    | <u>184,553</u>      | <u>29,216</u>      |
| Total Expenditures of Federal/State Awards               | <u>\$46,561,223</u> | <u>\$5,574,802</u> |



#### 4. AMOUNTS PASSED THROUGH TO OTHERS

##### Amounts Passed Through by the District—Federal:

The following amounts were passed-through to the listed subrecipients by the District. These amounts were from the Small Business Development Center program CFDA 59.037 from the United States Small Business Administration.

|                                                        |                   |
|--------------------------------------------------------|-------------------|
| Collin County Community College                        | \$ 72,944         |
| Grayson Community College                              | 48,279            |
| Kilgore College                                        | 73,291            |
| McLennan Community College                             | 106,222           |
| Navarro College                                        | 55,274            |
| North Central Texas College                            | 79,662            |
| Northeast Texas Community College                      | 51,876            |
| Paris Junior College                                   | 99,707            |
| Tarrant County Junior College                          | 140,707           |
| Trinity Valley Community College                       | 75,373            |
| Tyler Junior College                                   | 58,832            |
| University of Texas at Arlington Enterprise Excellence | 69,301            |
| Total Amount Passed Through                            | <u>\$ 931,468</u> |

The following amounts were passed-through to the listed subrecipients by the District. These amounts were from the Tech Prep Education program CFDA 84.243 from the Texas Higher Education Coordinating Board.

|                               |                   |
|-------------------------------|-------------------|
| Navarro Junior College        | \$ 141,548        |
| Tarrant County Junior College | <u>171,904</u>    |
| Total Amount Passed Through   | <u>\$ 313,452</u> |

##### Amounts Passed Through by the District—State:

The following amounts were passed-through to the listed subrecipients by the District. These amounts were from the Small Business Development Center program from the Dallas County Community College District State Appropriation funds.

|                                                        |                   |
|--------------------------------------------------------|-------------------|
| Collin County Community College                        | \$ 27,963         |
| Grayson Community College                              | 22,032            |
| Kilgore College                                        | 37,220            |
| McLennan Community College                             | 36,909            |
| Navarro College                                        | 34,828            |
| North Central Texas College                            | 22,692            |
| Northeast Texas Community College                      | 28,869            |
| Paris Junior College                                   | 31,412            |
| Tarrant County Junior College                          | 43,572            |
| Trinity Valley Community College                       | 27,012            |
| Tyler Junior College                                   | 30,111            |
| University of Texas at Arlington Enterprise Excellence | <u>2,437</u>      |
| Total Amount Passed Through                            | <u>\$ 345,057</u> |

**5. STUDENT LOANS PROCESSED AND ADMINISTRATIVE COST RECOVERED - NOT INCLUDED IN SCHEDULE**

| <b>Federal Grantor<br/>CFDA Number/Program Name</b>               | <b>New Loans<br/>Processed</b> | <b>Administrative<br/>Cost<br/>Recovered</b> | <b>Total Loans<br/>Processed and<br/>Administrative<br/>Cost Recovered</b> |
|-------------------------------------------------------------------|--------------------------------|----------------------------------------------|----------------------------------------------------------------------------|
| Department of Education -<br>84.032 Federal Family Education Loan | <u>\$ 10,969,461</u>           | <u>\$ -</u>                                  | <u>\$ 10,969,461</u>                                                       |
| Total Department of Education                                     | <u>\$ 10,969,461</u>           | <u>\$ -</u>                                  | <u>\$ 10,969,461</u>                                                       |

**6. RELATIONSHIP TO FEDERAL AND STATE FINANCIAL REPORTS**

Amounts reported in the accompanying schedules may not agree with the amounts reported in the related federal and state financial reports filed with grantor agencies because of differences between the fiscal year of the District and various program years, as well as accruals that would be reflected in the next report filed with the agencies.

# DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

## SCHEDULE OF FINDINGS AND QUESTIONED COSTS YEAR ENDED AUGUST 31, 2004

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### PART I—SUMMARY OF AUDITORS' RESULTS

#### *Financial Statements*

Type of auditor's report issued: unqualified

Internal control over financial reporting:

- Material weakness(es) identified? \_\_\_\_\_ yes      X   no
- Reportable condition(s) identified that are not considered to be material weaknesses? \_\_\_\_\_ yes      X   none reported
- Noncompliance material to financial statements noted? \_\_\_\_ yes      X   no

#### *Federal and State Awards*

- Material weakness(es) identified? \_\_\_\_\_ yes      X   no
- Reportable condition(s) identified that are not considered to be material weaknesses? \_\_\_\_\_ yes      X   none reported

Type of auditor's report issued on compliance for major programs: unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? \_\_\_\_\_ yes      X   no

Identification of major programs:

| Name of State or Federal Program                                                | CFDA Number |
|---------------------------------------------------------------------------------|-------------|
| Student Financial Aid Cluster:                                                  |             |
| U.S. Department of Education PELL Grant                                         | 84.063      |
| U.S. Department of Education Federal Work Study                                 | 84.033      |
| U.S. Department of Education Federal Supplemental Educational Opportunity Grant | 84.007      |
| Federal Family Education Loan Program                                           | 84.032      |
| <br>Texas Workforce Commission: Local Self Sufficiency                          | N/A-State   |
| Texas Public Education Grant                                                    | N/A-State   |

Dollar threshold used to distinguish between type A and type B federal programs: \$1,396,837 for federal programs and \$300,000 for state programs.

Auditee qualified as low-risk auditee?      X   yes    \_\_\_\_\_ no

## PART II—FINANCIAL STATEMENTS FINDINGS SECTION

The audit of the financial statements disclosed no findings that are required to be reported.

## PART III—FEDERAL AND STATE AWARD FINDINGS AND QUESTIONED COSTS SECTION

The audit of the financial statements disclosed no findings that are required to be reported.

## PART IV—CORRECTIVE ACTION PLAN

The audit of the financial statements disclosed no findings that are required to be reported.

## PART V—STATUS OF PRIOR YEAR FINDINGS

| <u>Reference No.</u> | <u>Program</u> |
|----------------------|----------------|
|----------------------|----------------|

|      |                                               |
|------|-----------------------------------------------|
| 03-1 | TRIO and Upward Bound Cluster<br>CFDA 84.042A |
|------|-----------------------------------------------|

Finding

In 26 items selected for testing the TRIO grant, the following was noted:

- In one instance, the college did not obtain the appropriate number of bids.
- In two instances, approval of grant expenditures were not evidenced by signature of proper personnel prior to performance of work.

Management Status

Procurement training for TRIO grant managers was held by the District Contracts and Grants Manager on February 18, 2004. Discussion led by the District Comptroller about the role of both the Vice Presidents of Business Services and Directors of Business Operations in approving and monitoring grant-funded procurement occurred two or more times in the council meetings of each.

|      |                         |
|------|-------------------------|
| 03-2 | Gear-Up<br>CFDA 84.334A |
|------|-------------------------|

Finding

The District's Internal Audit Department discovered that a college was not correctly applying the matching funds required by the grant contract. In some instances, the non-cash items applied to the grant as the local matching component were not allowable under the grant. In other instances, incorrect rates were used by the college to contribute to the local match for salary and fringe benefit expenses.

Management Status

Training which included grant in kind matching requirements was conducted by an external trainer in June 2004 and again by the District Comptroller and District Contracts and Grants Manager in July 2004. In addition four meetings were held with the Gear-up grant manager and staff and several communications were sent regarding the in kind match requirements and appropriate documentation. Funds were returned to the granting agency in November 2004 to compensate for portions of the five-year grant for which in kind match could not be documented.

## **ATTACHMENT K**

### **Bond Rating/Credit Report**

Letters from Standard & Poor's and Fitch Ratings indicating ratings of "AAA" for the district's general obligation bonds and maintenance tax notes are on the following pages.

# STANDARD & POOR'S

Alexander M. Fraser  
Director  
500 North Akard Street  
Lincoln Plaza, Suite 3200  
Dallas, TX 75201  
tel 214 871-1406  
alexander\_fraser@standardandpoors.com

Malachy Fallon  
Managing Director  
500 North Akard Street  
Lincoln Plaza, Suite 3200  
Dallas, TX 75201  
tel 214 871-1402  
mal\_fallon@standardandpoors.com

reference no.: 677247

August 5, 2004

Dallas County Community College District  
4343 North Highway 67  
Mesquite, TX 75150-2095  
Attention: Mr. Robb Dean, Director of Finance and Treasury

Re: ***US\$69,090,000 Dallas County Community College District, Texas, General Obligation Bonds, Series 2004, dated: August 15, 2004, due: February 15, 2025***

Dear Mr. Dean:

Pursuant to your request for a Standard & Poor's rating on the above-referenced obligations, we have reviewed the information submitted to us and, subject to the enclosed *Terms and Conditions*, have assigned a rating of "AAA". Standard & Poor's views the outlook for this rating as stable. A copy of the rationale supporting the rating is enclosed.

The rating is not investment, financial, or other advice and you should not and cannot rely upon the rating as such. The rating is based on information supplied to us by you or by your agents but does not represent an audit. We undertake no duty of due diligence or independent verification of any information. The assignment of a rating does not create a fiduciary relationship between us and you or between us and other recipients of the rating. We have not consented to and will not consent to being named an "expert" under the applicable securities laws, including without limitation, Section 7 of the Securities Act of 1933. The rating is not a "market rating" nor is it a recommendation to buy, hold, or sell the obligations.

This letter constitutes Standard & Poor's permission to you to disseminate the above-assigned rating to interested parties. Standard & Poor's reserves the right to inform its own clients, subscribers, and the public of the rating.

Standard & Poor's relies on the issuer/obligor and its counsel, accountants, and other experts for the accuracy and completeness of the information submitted in connection with the rating. This rating is based on financial information and documents we received prior to the issuance of this letter. Standard & Poor's assumes that the documents you have provided to us are final. If any subsequent changes were made in the final documents, you must notify us of such changes by sending us the revised final documents with the changes clearly marked.

To maintain the rating, Standard & Poor's must receive all relevant financial information as soon as such information is available. Placing us on a distribution list for this information would facilitate the process. You must promptly notify us of all material changes in the financial

Mr. Robb Dean

Page 2

August 5, 2004

information and the documents. Standard & Poor's may change, suspend, withdraw, or place on CreditWatch the rating as a result of changes in, or unavailability of, such information. Standard & Poor's reserves the right to request additional information if necessary to maintain the rating.

Please send all information to:

Standard & Poor's Ratings Services  
Public Finance Department  
55 Water Street  
New York, NY 10041-0003

Standard & Poor's is pleased to be of service to you. For more information on Standard & Poor's, please visit our website at [www.standardandpoors.com](http://www.standardandpoors.com). If we can be of help in any other way, please call or contact us at [nypublicfinance@standardandpoors.com](mailto:nypublicfinance@standardandpoors.com). Thank you for choosing Standard & Poor's and we look forward to working with you again.

Sincerely yours,

Standard & Poor's Ratings Services  
a division of The McGraw-Hill Companies, Inc.



By: Alexander M. Fraser  
Director

th  
enclosures

cc: Mr. Robert Estrada  
Mr. James S. Sabonis

## **Standard & Poor's Ratings Services Terms and Conditions Applicable To U.S. Public Finance Ratings**

**Request for a rating.** Standard & Poor's issues public finance ratings for a fee upon request from an issuer, or from an underwriter, financial advisor, investor, insurance company, or other entity, provided that the obligor and issuer (if different from the obligor) each has knowledge of the request. The term "issuer/obligor" in these Terms and Conditions means the issuer and the obligor if the obligor is different from the issuer.

**Agreement to Accept Terms and Conditions.** Standard & Poor's assigns Public Finance ratings subject to the terms and conditions stated herein and in the rating letter. The issuer/obligor's use of a Standard & Poor's public finance rating constitutes agreement to comply in all respects with the terms and conditions contained herein and in the rating letter and acknowledges the issuer/obligor's understanding of the scope and limitations of the Standard & Poor's rating as stated herein and in the rating letter.

**Fees and expenses.** In consideration of our analytic review and issuance of the rating, the issuer/obligor agrees to pay Standard & Poor's a rating fee. Payment of the fee is not conditioned on Standard & Poor's issuance of any particular rating. In most cases an annual surveillance fee will be charged for so long as we maintain the rating. The issuer/obligor will reimburse Standard & Poor's for reasonable travel and legal expenses if such expenses are not included in the fee. Should the rating not be issued, the issuer/obligor agrees to compensate Standard & Poor's based on the time, effort, and charges incurred through the date upon which it is determined that the rating will not be issued.

**Scope of Rating.** The issuer/obligor understands and agrees that (i) an issuer rating reflects Standard & Poor's current opinion of the issuer/obligor's overall financial capacity to pay its financial obligations as they come due, (ii) an issue rating reflects Standard & Poor's current opinion of the likelihood that the issuer/obligor will make payments of principal and interest on a timely basis in accordance with the terms of the obligation, (iii) a rating is an opinion and is not a verifiable statement of fact, (iv) ratings are based on information supplied to Standard & Poor's by the issuer/obligor or by its agents and upon other information obtained by Standard & Poor's from other sources it considers reliable, (v) Standard & Poor's does not perform an audit in connection with any rating and a rating does not represent an audit by Standard & Poor's, (vi) Standard & Poor's relies on the issuer/obligor, its accountants, counsel, and other experts for the accuracy and completeness of the information submitted in connection with the rating and surveillance process, (vii) Standard & Poor's undertakes no duty of due diligence or independent verification of any information, (viii) Standard & Poor's does not and cannot guarantee the accuracy, completeness, or timeliness of the information relied on in connection with a rating or the results obtained from the use of such information, (ix) Standard & Poor's may raise, lower, suspend, place on CreditWatch, or withdraw a rating at any time, in Standard & Poor's sole discretion, and (x) a rating is not a "market" rating nor a recommendation to buy, hold, or sell any financial obligation.

**Publication.** Standard & Poor's reserves the right to publish, disseminate, or license others to publish or disseminate the rating and the rationale for the rating unless the issuer/obligor specifically requests that the rating be assigned and maintained on a confidential basis. If a confidential rating subsequently becomes public through disclosure by the issuer/obligor or a third party other than Standard & Poor's, Standard & Poor's reserves the right to publish it. Standard & Poor's may publish explanations of Standard & Poor's ratings criteria from time to time and nothing in this Agreement shall be construed as limiting Standard & Poor's ability to modify or refine Standard & Poor's criteria at any time as Standard & Poor's deems appropriate.

**Information to be Provided by the Issuer/obligor.** The issuer/obligor shall meet with Standard & Poor's for an analytic review at any reasonable time Standard & Poor's requests. The issuer/obligor also agrees to provide Standard & Poor's promptly with all information relevant to the rating and surveillance of the rating including information on material changes to information previously supplied to Standard & Poor's. The rating may be affected by Standard & Poor's opinion of the accuracy, completeness, timeliness, and reliability of information received from the issuer/obligor or its agents. Standard & Poor's undertakes no duty of due diligence or independent verification of



information provided by the issuer/obligor or its agents. Standard & Poor's reserves the right to withdraw the rating if the issuer/obligor or its agents fails to provide Standard & Poor's with accurate, complete, timely, or reliable information.

Standard & Poor's Not an Advisor, Fiduciary, or Expert. The issuer/obligor understands and agrees that Standard & Poor's is not acting as an investment, financial, or other advisor to the issuer/obligor and that the issuer/obligor should not and cannot rely upon the rating or any other information provided by Standard & Poor's as investment or financial advice. Nothing in this Agreement is intended to or should be construed as creating a fiduciary relationship between Standard & Poor's and the issuer/obligor or between Standard & Poor's and recipients of the rating. The issuer/obligor understands and agrees that Standard & Poor's has not consented to and will not consent to being named an "expert" under the applicable securities laws, including without limitation, Section 7 of the U.S. Securities Act of 1933.

Limitation on Damages. The issuer/obligor agrees that Standard & Poor's, its officers, directors, shareholders, and employees shall not be liable to the issuer/obligor or any other person for any actions, damages, claims, liabilities, costs, expenses, or losses in any way arising out of or relating to the rating or the related analytic services provided for in an aggregate amount in excess of the aggregate fees paid to Standard & Poor's for the rating, except for Standard & Poor's gross negligence or willful misconduct. In no event shall Standard & Poor's, its officers, directors, shareholders, or employees be liable for consequential, special, indirect, incidental, punitive or exemplary damages, costs, expenses, legal fees, or losses (including, without limitation, lost profits and opportunity costs). In furtherance and not in limitation of the foregoing, Standard & Poor's will not be liable in respect of any decisions made by the issuer/obligor or any other person as a result of the issuance of the rating or the related analytic services provided by Standard & Poor's hereunder or based on anything that appears to be advice or recommendations. The provisions of this paragraph shall apply regardless of the form of action, damage, claim, liability, cost, expense, or loss, whether in contract, statute, tort (including, without limitation, negligence), or otherwise. The issuer/obligor acknowledges and agrees that Standard & Poor's does not waive any protections, privileges, or defenses it may have under law, including but not limited to, the First Amendment of the Constitution of the United States of America.

Term. This Agreement shall terminate when the ratings are withdrawn. Notwithstanding the foregoing, the paragraphs above, "Standard & Poor's Not an Advisor, Fiduciary, or Expert" and "Limitation on Damages", shall survive the termination of this Agreement or any withdrawal of a rating.

Third Parties. Nothing in this Agreement, or the rating when issued, is intended or should be construed as creating any rights on behalf of any third parties, including, without limitation, any recipient of the rating. No person is intended as a third party beneficiary to this Agreement or to the rating when issued.

Binding Effect. This Agreement shall be binding on, and inure to the benefit of, the parties hereto and their successors and assigns.

Severability. In the event that any term or provision of this Agreement shall be held to be invalid, void, or unenforceable, then the remainder of this Agreement shall not be affected, impaired, or invalidated, and each such term and provision shall be valid and enforceable to the fullest extent permitted by law.

Complete Agreement. This Agreement constitutes the complete agreement between the parties with respect to its subject matter. This Agreement may not be modified except in a writing signed by authorized representatives of both parties.

Governing Law. This Agreement and the rating letter shall be governed by the internal laws of the State of New York. The parties agree that the state and federal courts of New York shall be the exclusive forums for any dispute arising out of this Agreement and the parties hereby consent to the personal jurisdiction of such courts.

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2 pages have been withheld

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# Fitch Ratings

106 E. Sixth Street, Suite 900  
Austin, TX 78701

T 512 322 5312 / 888 262 4820  
www.fitchratings.com

July 29, 2004

Mr. Robb Dean  
Dallas County Community College District, TX  
4343 North Highway 67  
Mesquite, Texas 75150

Dear Mr. Dean:

Fitch Ratings has assigned one or more ratings and/or otherwise taken rating action(s), as detailed on the attached Notice of Rating Action.

Ratings assigned by Fitch are based on documents and information provided to us by issuers, obligors, and/or their experts and agents, and are subject to receipt of the final closing documents. Fitch does not audit or verify the truth or accuracy of such information.

It is important that Fitch be provided with all information that may be material to its ratings so that they continue to accurately reflect the status of the rated issues. Ratings may be changed, withdrawn, suspended or placed on Rating Watch due to changes in, additions to or the inadequacy of information.

Ratings are not recommendations to buy, sell or hold securities. Ratings do not comment on the adequacy of market price, the suitability of any security for a particular investor, or the tax-exempt nature or taxability of payments made in respect of any security.

The assignment of a rating by Fitch shall not constitute a consent by Fitch to use its name as an expert in connection with any registration statement or other filing under U.S., U.K., or any other relevant securities laws.

We are pleased to have had the opportunity to be of service to you. If we can be of further assistance, please feel free to contact us at any time.

Sincerely,



Douglas Scott  
Senior Director  
Public Finance

DS/am

Enc: Notice of Rating Action (Doc ID: 2322)

# Fitch Ratings

## Notice of Rating Action

| <u>Bond Description</u>                                                                     | <u>Par Amount</u> | <u>Rating Type</u> | <u>Rating</u> | <u>Action</u> | <u>Eff Date</u> | <u>Notes</u> |
|---------------------------------------------------------------------------------------------|-------------------|--------------------|---------------|---------------|-----------------|--------------|
| Dallas County Community College District, TX General Obligation Bonds, Series 2004          | \$69,090,000      | Long Term          | AAA           | New Rating    | 27-Jul-2004     |              |
| Dallas County Community College District, TX Outstanding Maintenance Tax Notes, Series 2004 | \$4,570,000       | Long Term          | AAA           | Affirmed      | 27-Jul-2004     |              |
| Dallas County Community College District, TX Outstanding Maintenance Tax Notes, Series 2004 | \$38,555,000      | Long Term          | AAA           | Affirmed      | 27-Jul-2004     |              |

The Rating Outlook is Stable.

**ATTACHMENT L**

**IRS Form 990**

The Dallas County Community College District is a public community college of the State of Texas. As such, it does not submit Form 990 to the Internal Revenue Service.

## **ATTACHMENT M**

### **Letter Verifying Availability of Start-Up Funds**

A letter from Mr. Ron Clark, Dean of Financial Services at Richland College, to Dr. Steve Mittelstet, President of Richland College and proposed Superintendent of the Collegiate High School, with a copy to Mr. Bob Brown, DCCCD Vice Chancellor for Business Affairs, verifying that \$500,000 has been set aside in the Richland College fund balance to support start-up costs for the Collegiate High School follows this page.

February 21, 2005

RICHLAND  
COLLEGE  
OF THE  
DALLAS COUNTY  
COMMUNITY  
COLLEGE  
DISTRICT

Stephen K. Mittelstet  
President  
Richland College  
12800 Abrams Road  
Dallas, TX 75243-2199

Dear Dr. Mittelstet,



12800 Abrams Road  
Dallas, Texas  
75243-2199

This letter is to confirm that Richland College currently has \$500,000 set aside in its college fund balance for a loan to support the start-up costs of the Richland Collegiate High School of Mathematics, Science, and Engineering. These funds will be held in the fund balance and restricted for this purpose until the application for a charter by the Dallas County Community College District Board of Trustees is approved by the State Board of Education.

If the charter is approved, these funds will be used during the period of November 1, 2005 – August 31, 2007 to pay the costs to start-up the Collegiate High School and during the first year of offering classes to students. When funds are received from the Texas Education Agency and other sources to cover operational costs of the Collegiate High School, this loan will be repaid to Richland College as funds become available for this purpose.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ronald M. Clark'.

Ronald M. Clark  
Dean of Financial Services

cc: Bob Brown, Vice Chancellor for Fiscal Affairs, DCCCD

FS05-015

## **ATTACHMENT N**

### **Start-Up Budget**

The start-up budget for the Richland Collegiate High School for the period of November 1, 2005-August 31, 2006, follows this page. An explanation of the budget follows the budget forms.



## Application for an Open-Enrollment Charter School –Eleventh Generation Start Up Budget Template Instructions

### Instructions to complete start up budget template.

1. Enter the name of the sponsoring entity. Dallas County Community College District
2. Enter the name of the proposed charter school: Richland Collegiate High School of Mathematics, Sci
3. Enter the date range for the proposed charter school's start up budget: 11/01/2005 to 08/31/2006
4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.
5. To complete the budget template, use the Special Supplement To Financial Accounting and Reporting, Nonprofit Charter School Chart Of Accounts to ensure that the account codes are used appropriately.
6. The *Summary of Estimated Revenues and Expenses* adds the values entered in the other worksheets. Data does not need to be entered into this worksheet.
7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Net Assets at Beginning of Year* . Include a description and a dollar amount for each source of funds identified as a net asset.
8. Enter information regarding revenues in the *Schedule of Estimated Revenues* . Include a description and a dollar amount for each source of funds identified as revenues.
9. Enter information regarding expenditures in the *Schedule of Estimated Expenses* .

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**Application for an Open-Enrollment Charter School – Eleventh Generation**  
**Summary of Estimated Revenues and Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

For the period 11/01/2005 to 08/31/2006

|                                           | Unrestricted Net<br>Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net Assets |
|-------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|------------------|
| Net Assets at Beginning of Year           | \$ 500,000                 | \$ -                                    | \$ -                                    | \$ 500,000       |
| Total Estimated Revenues                  | \$ -                       | \$ -                                    | \$ 100,000                              | \$ 100,000       |
| Estimated Expenses:                       |                            |                                         |                                         |                  |
| 6100 Payroll Costs                        | 44,354                     | -                                       | 100,000                                 | 144,354          |
| 6200 Professional and Contracted Services | 27,426                     | -                                       | -                                       | 27,426           |
| 6300 Supplies and Materials               | 105,800                    | -                                       | -                                       | 105,800          |
| 6400 Other Operating Costs                | 38,667                     | -                                       | -                                       | 38,667           |
| 6500 Debt Expense                         | -                          | -                                       | -                                       | -                |
| Other Expenses                            | 276,000                    | -                                       | -                                       | 276,000          |
| Total Estimated Expenses                  | \$ 492,247                 | \$ -                                    | \$ 100,000                              | \$ 592,247       |
| Change in Net Assets                      | \$ (492,247)               | \$ -                                    | \$ -                                    | \$ (492,247)     |
| Net Assets at End of Year                 | \$ 7,753                   | \$ -                                    | \$ -                                    | \$ 7,753         |

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**Application for an Open-Enrollment Charter School – Eleventh Generation**  
**Schedule of Net Assets at Beginning of Year**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the period 11/01/2005 to 08/31/2006

| Description of Net Assets          | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets | Total Net Assets |
|------------------------------------|-------------------------|-----------------------------------|-----------------------------------|------------------|
| Richland College Fund Balance Loan | 500,000                 | -                                 | -                                 | 500,000          |
| [Enter description here.]          | -                       | -                                 | -                                 | -                |
| [Enter description here.]          | -                       | -                                 | -                                 | -                |
| [Enter description here.]          | -                       | -                                 | -                                 | -                |
| [Enter description here.]          | -                       | -                                 | -                                 | -                |
| [Enter description here.]          | -                       | -                                 | -                                 | -                |
| [Enter description here.]          | -                       | -                                 | -                                 | -                |
| [Enter description here.]          | -                       | -                                 | -                                 | -                |
| [Enter description here.]          | -                       | -                                 | -                                 | -                |
| [Enter description here.]          | -                       | -                                 | -                                 | -                |
| Net Assets at Beginning of Year    | \$ 500,000              | \$ -                              | \$ -                              | \$ 500,000       |

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**Application for an Open-Enrollment Charter School – Eleventh Generation**  
**Schedule of Estimated Revenues**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the period 11/01/2005 to 08/31/2006

| Description of Estimated Revenues | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets | Total Net Assets |
|-----------------------------------|-------------------------|-----------------------------------|-----------------------------------|------------------|
| Start-Up Grant                    | -                       | -                                 | 100,000                           | 100,000          |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| [Enter description here.]         | -                       | -                                 | -                                 | -                |
| Total Estimated Revenues          | \$ -                    | \$ -                              | \$ 100,000                        | \$ 100,000       |

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**Application for an Open-Enrollment Charter School – Eleventh Generation**  
**Schedule of Estimated Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

| Budget for the period                                                  | 11/01/2005                 | to                                      | 08/31/2006                              |                  |
|------------------------------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|------------------|
|                                                                        | Unrestricted Net<br>Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net Assets |
| Estimated Expenses:                                                    |                            |                                         |                                         |                  |
| 6100 Payroll Costs                                                     |                            |                                         |                                         |                  |
| 6112 Salaries or Wages for Substitute Teachers                         | -                          | -                                       | -                                       | -                |
| 6119 Salaries or Wages -- Teachers and Other Professional<br>Personnel | 30,900                     | -                                       | 69,768                                  | 100,668          |
| 6121 Extra Duty Pay/Overtime -- Support Personnel                      | -                          | -                                       | -                                       | -                |
| 6129 Salaries or Wages for Support Personnel                           | 6,306                      | -                                       | 13,553                                  | 19,859           |
| 6139 Employee Allowances                                               | 472                        | -                                       | 1,103                                   | 1,575            |
| 6141 Social Security/Medicare                                          | 524                        | -                                       | 1,224                                   | 1,748            |
| 6142 Group Health and Life Insurance                                   | 3,060                      | -                                       | 7,140                                   | 10,200           |
| 6143 Workers' Compensation                                             | 640                        | -                                       | 1,492                                   | 2,132            |
| 6145 Unemployment Compensation                                         | 300                        | -                                       | 700                                     | 1,000            |
| 6146 Teacher Retirement/TRS Care                                       | 2,152                      | -                                       | 5,020                                   | 7,172            |
| 6149 Employee Benefits                                                 | -                          | -                                       | -                                       | -                |
| Total Payroll Costs                                                    | \$ 44,354                  | \$ -                                    | \$ 100,000                              | \$ 144,354       |

Dallas County Community College District  
Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the period

11/01/2005

to

08/31/2006

|                                                         | Unrestricted Net<br>Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net Assets |
|---------------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|------------------|
| Estimated Expenses:                                     |                            |                                         |                                         |                  |
| 6200 Professional and Contracted Services               |                            |                                         |                                         |                  |
| 6211 Legal Services                                     | -                          | -                                       | -                                       | -                |
| 6212 Audit Services                                     | -                          | -                                       | -                                       | -                |
| 6219 Professional Services                              | 12,500                     | -                                       | -                                       | 12,500           |
| 6221 Staff Tuition and Related Fees -- Higher Education | -                          | -                                       | -                                       | -                |
| 6222 Student Tuition -- Public Schools                  | -                          | -                                       | -                                       | -                |
| 6223 Student Tuition -- Other than Public Schools       | -                          | -                                       | -                                       | -                |
| 6229 Tuition and Transfer Payments                      | -                          | -                                       | -                                       | -                |
| 6239 Education Service Center Services                  | 4,600                      | -                                       | -                                       | 4,600            |
| 6249 Contracted Maintenance and Repair                  | -                          | -                                       | -                                       | -                |
| 6259 Utilities                                          | -                          | -                                       | -                                       | -                |
| 6269 Rentals -- Operating Leases                        | 1,575                      | -                                       | -                                       | 1,575            |
| 6299 Miscellaneous Contracted Services                  | 8,751                      | -                                       | -                                       | 8,751            |
| Total Professional and Contracted Services              | \$ 27,426                  | \$ -                                    | \$ -                                    | \$ 27,426        |

Dallas County Community College District  
Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the period

11/01/2005

to

08/31/2006

|                                                              | Unrestricted Net<br>Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net Assets |
|--------------------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|------------------|
| Estimated Expenses:                                          |                            |                                         |                                         |                  |
| 6300 Supplies and Materials                                  |                            |                                         |                                         |                  |
| 6311 Gasoline and Other Fuels for Vehicles (Including Buses) | -                          | -                                       | -                                       | -                |
| 6319 Supplies for Maintenance and/or Operations              |                            | -                                       | -                                       | -                |
| 6321 Textbooks                                               | 100,800                    | -                                       | -                                       | 100,800          |
| 6329 Reading Materials                                       | -                          | -                                       | -                                       | -                |
| 6339 Testing Materials                                       | -                          | -                                       | -                                       | -                |
| 6341 Food                                                    | -                          | -                                       | -                                       | -                |
| 6342 Non-Food                                                | -                          | -                                       | -                                       | -                |
| 6343 Items for Sale                                          | -                          | -                                       | -                                       | -                |
| 6344 USDA Donated Commodities                                | -                          | -                                       | -                                       | -                |
| 6349 Food Service Supplies                                   | -                          | -                                       | -                                       | -                |
| 6399 General Supplies                                        | 5,000                      | -                                       | -                                       | 5,000            |
| Total Supplies and Materials                                 | \$ 105,800                 | \$ -                                    | \$ -                                    | \$ 105,800       |

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Dallas County Community College District  
Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the period

11/01/2005

to

08/31/2006

|                                              | Unrestricted Net<br>Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net Assets |
|----------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|------------------|
| Estimated Expenses:                          |                            |                                         |                                         |                  |
| 6400 Other Operating Costs                   |                            |                                         |                                         |                  |
| 6411 Travel and Subsistence -- Employee Only | 500                        | -                                       | -                                       | 500              |
| 6412 Travel and Subsistence -- Students      | 500                        | -                                       | -                                       | 500              |
| 6413 Stipends -- Non-Employees               | -                          | -                                       | -                                       | -                |
| 6419 Travel and Subsistence -- Non-Employees | -                          | -                                       | -                                       | -                |
| 6429 Insurance and Bonding Costs             | 20,000                     | -                                       | -                                       | 20,000           |
| 6449 Depreciation Expense                    | -                          | -                                       | -                                       | -                |
| 6494 Reclassified Transportation Expenses    | -                          | -                                       | -                                       | -                |
| 6499 Miscellaneous Operating Costs           | 17,667                     | -                                       | -                                       | 17,667           |
| Total Other Operating Costs                  | \$ 38,667                  | \$ -                                    | \$ -                                    | \$ 38,667        |

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Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the period

11/01/2005

to

08/31/2006

|                                                         | Unrestricted Net<br>Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net Assets |
|---------------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|------------------|
| Estimated Expenses:                                     |                            |                                         |                                         |                  |
| 6500 Debt Expense                                       |                            |                                         |                                         |                  |
| 6521 Interest on Bonds                                  | -                          | -                                       | -                                       | -                |
| 6522 Capital Lease Interest                             | -                          | -                                       | -                                       | -                |
| 6523 Interest on Debt                                   | -                          | -                                       | -                                       | -                |
| 6529 Interest Expenses                                  | -                          | -                                       | -                                       | -                |
| 6599 Other Debt Fees                                    | -                          | -                                       | -                                       | -                |
| Total Debt Expense                                      | \$ -                       | \$ -                                    | \$ -                                    | \$ -             |
| Other Expenses                                          |                            |                                         |                                         |                  |
| 256 Computer Stations (4 offices @ \$1,500/office)      | 6,000                      | -                                       | -                                       | 6,000            |
| Office Furnishings/Equipment (4 offices @ \$2,500 each) | 10,000                     | -                                       | -                                       | 10,000           |
| Student laptop computers (200 @ \$1,300 each)           | 260,000                    | -                                       | -                                       | 260,000          |
| [Enter description here.]                               | -                          | -                                       | -                                       | -                |
| [Enter description here.]                               | -                          | -                                       | -                                       | -                |
| Total Other Expenses                                    | \$ 276,000                 | \$ -                                    | \$ -                                    | \$ 276,000       |
| Total Estimated Expenses                                | \$ 492,247                 | \$ -                                    | \$ 100,000                              | \$ 592,247       |

## **EXPLANATION OF START-UP BUDGET ITEMS**

The budget for the period November 1, 2005 – August 31, 2006, includes costs for the first four weeks of school as the Collegiate High School will open for the 2006-2007 school year on August 7, 2006, to provide students time to adjust to the college experience before college classes start on August 28, 2006. Due to the need to provide students with textbooks and laptops computers before college classes start, the costs for these items are included in this start-up budget even though they will be used in the first year of classes and beyond.

### **Explanation of Assets and Revenues**

#### **Net Assets at the Beginning of Year:**

Richland College has committed \$500,000 to support the start-up costs of the Collegiate High School (see Attachment M).

#### **Revenues:**

A total of \$100,000 is anticipated from the Start-Up Grant program. These funds will be used to pay for a portion of personnel and fringe benefit costs for this period.

### **Explanation of Estimated Expenses**

#### **Payroll Costs:**

*Salaries and wages for teachers and other professional personnel* – The High School Principal will begin work on November 1, 2005. The Academic Advisor and Student Services Specialist will begin work on January 1, 2006. Salaries are calculated based on the number of months each person will work in this period:

|                                                                 |                  |
|-----------------------------------------------------------------|------------------|
| Principal (10 months @ \$62,225/year).....                      | \$51,853         |
| Academic Advising Coordinator (8 months @ \$37,222/year).....   | 25,148           |
| Student Service Specialist (8 months @ \$34,000/year).....      | 22,667           |
| Presenters at Workshops (August 7-25) (5 @ \$200/workshop)..... | 1,000            |
| <b>TOTAL .....</b>                                              | <b>\$100,668</b> |

These salaries will be split between the Start-Up Grant funds and the allocation from Richland College with 70% allotted to the Start-Up Grant (\$69,768) and 30% to Richland funds (\$30,900).

*Salaries and wages for support personnel* – The Administrative Assistant will begin work on January 1, 2006. The salary is calculated based on the eight months that person will work in this period:

Administrative Assistant (8 months @ \$29,788/year).....**\$19,859**

The salary will be split between the Start-Up Grant funds and the allocation from Richland College with 70% allotted to the Start-Up Grant (\$13,553) and 30% to Richland funds (\$6,306).

*Employee Allowances* – The High School Principal receives a Business & Travel and cell phone allowance of \$157.50/month to pay for local travel expenses - \$157.50/month @ 10 months ..... **\$1,575**  
This allowance is split between the Start-Up Grant funds and the allocation from Richland College with 70% allotted to the Start-Up Grant (\$1,103) and 30% to Richland funds (\$472).

*Social Security/Medicare* – The DCCCD does not pay Social Security for employees. It does pay for Medicare at 1.45% of wages and allowances - \$122,102 total wages @ 1.45%..... **\$1,748**  
This cost is split between the Start-Up Grant funds and the allocation from Richland College with 70% allotted to the Start-Up Grant (\$1,224) and 30% to Richland funds (\$524).

*Group Health and Life Insurance* – The DCCCD allows employees to choose among several health insurance plans in addition to paying for a life insurance plan. The costs of these plans varies, but is calculated at \$300/month for this budget – 34 months @ \$300/month .....**\$10,200**

This cost is split between the Start-Up Grant funds and the allocation from Richland College with 70% allotted to the Start-Up Grant (\$7,140) and 30% to Richland funds (\$3,060).

*Worker's Compensation* – The DCCCD pays this cost as a percentage of salary, capping at \$533/employee for a year – 4 employees @ \$533/each ..... **\$2,132**  
 This cost is split between the Start-Up Grant funds and the allocation from Richland College with 70% allotted to the Start-Up Grant (\$1,492) and 30% to Richland funds (\$640).

*Unemployment Compensation* - The DCCCD pays this cost as a percentage of salary, capping at \$250/employee for a year – 4 employees @ \$250/each ..... **\$1,000**  
 This cost is split between the Start-Up Grant funds and the allocation from Richland College with 70% allotted to the Start-Up Grant (\$700) and 30% to Richland funds (\$300).

*Teacher Retirement/TRS Care* – The DCCCD allows administrative and teaching employees to select between TRS and the Optional Retirement Plan (ORP) while support staff employees are entered into TRS. The district matches 6% of salaries and allowances for full-time employees' and part-time employees over 4 months for either plan - \$119,528 in salaries @ 6% ..... **\$7,172**  
 This cost is split between the Start-Up Grant funds and the allocation from Richland College with 70% allotted to the Start-Up Grant (\$5,020) and 30% to Richland funds (\$2,152).

**Professional and Contracted Services**

*Professional Services* – The Collegiate High School will contract with the Richland College Financial Services Office for financial accounting and payroll services at a rate of \$50,000/year – 3 months of services @ \$50,000/year.....**\$12,500**

*Education Service Center Services* – The Collegiate High School will join the ESC Region 10 Cooperative for an annual fee. The High School will also pay ESC Region 10 for training to use the SIS in this period.  
 ESC Region 10 Cooperative annual membership fee..... \$3,600  
 Training on using the Win School SIS ..... 1,000  
**TOTAL ..... \$4,600**

*Rentals – Operating Leases* – The annual lease cost for the Win School SIS ..... **\$1,575**

*Miscellaneous Contracted Services* – The Collegiate High School will contract with the Richland College Information Technology Services Office to provide technical support for the student's laptop computers, the Win School SIS, staff members' computers, and office equipment at a rate of \$35,000/year – 3 months of services @ \$35,000/year..... **\$8,751**

**Supplies and Materials**

*Textbooks* – The Collegiate High School will purchase and supply all required textbooks for students in each class. While these costs vary depending on the class, the Richland College Financial Aid Office calculates the average cost of books for a full-time student at \$504/semester. The books will be purchased for students to use during the Fall 2006 semester – 200 students @ \$504/student .....**\$100,800**

*General Supplies* – Supplies will be purchased for the offices and for related purposes ..... **\$5,000**

**Other Operating Costs**

*Travel and Subsistence – Employee Only* – The Principal and Business Officer will attend the TEA Charter School Orientation in Austin in Summer 2006..... **\$500**

*Travel and Subsistence – Students* – Students will participate in a field trip during the Fall 2006  
 Orientation session in August ..... **\$500**

*Insurance and Bonding Costs* – All of the laptop computers will be insured at an annual rate of  
 \$100/computer – 200 computers @ \$100 each ..... **\$20,000**

*Miscellaneous Operating Costs* – These costs include –  
 Telephones (4 @ \$500/year each) ..... \$2,000  
 Printing, duplicating ..... 5,000  
 LAN Access (4 lines @ \$4,000/year each) ..... 10,667  
 TOTAL ..... **\$17,667**

*Other Expenses*  
 Computer Stations (4 @ \$1,500 each) ..... \$6,000  
 Office Furnishings/Equipment (4 offices @ \$2,500 each) ..... 10,000  
 Laptop Computers for Students (200 @ \$1,300 each) ..... 260,000  
 TOTAL ..... **\$276,000**

## **ATTACHMENT O**

### **First Year Budget**

The budget for the first two years of operations of the Richland Collegiate High School for September 1, 2006 – August 31, 2007, and September 1, 2007 – August 31, 2008, follow this page. A budget for the second year is included because enrollment is expected to increase from 200 students in the first year to 400 students in the second and succeeding years.

## Application for an Open-Enrollment Charter School - Eleventh Generation Budget Template Instructions

### Instructions to complete budget template.

1. Enter the name of the sponsoring entity: 

|                                          |
|------------------------------------------|
| Dallas County Community College District |
|------------------------------------------|
2. Enter the name of the proposed charter school: 

|                                                                          |
|--------------------------------------------------------------------------|
| Richland Collegiate High School of Mathematics, Science, and Engineering |
|--------------------------------------------------------------------------|
3. Enter the date of the fiscal year end: 

|            |
|------------|
| 08/31/2007 |
|------------|
4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.
5. To complete the budget template, use the Special Supplement To Financial Accounting and Reporting Nonprofit Charter School Chart Of Accounts to ensure that the account codes are used appropriately.
6. The *Summary of Estimated Revenues and Expenses* adds the values entered into the other worksheets. Data does not need to be entered into this worksheet.
7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Estimated Net Assets at Beginning of Year*. Include a description and a dollar amount for each net asset line item.
8. Enter information regarding local revenues in the *Schedule of Estimated Local Revenues* (worksheet labeled 5700).
9. Enter information regarding state revenues in the *Schedule of Estimated State Revenues* (worksheet labeled 5800).
10. Enter information regarding federal revenues in the *Schedule of Estimated Federal Revenues* (worksheet labeled 5900).
11. Enter information regarding other sources of funds in the *Schedule of Estimated Revenues from Other Sources* (worksheet labeled Other).
12. Enter information regarding expenditures in the *Schedule of Estimated Expenses* (worksheet labeled 6000).
13. Forward a copy of all the worksheets included in this workbook with the charter application.

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**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Summary of Estimated Revenues and Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2007

|                                           | Unrestricted Net<br>Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net Assets |
|-------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|------------------|
| Net Assets at Beginning of Year           | \$ 7,753                   | \$ -                                    | \$ -                                    | \$ 7,753         |
| Estimated Revenues:                       |                            |                                         |                                         |                  |
| 5700 Local Sources                        | -                          | -                                       | -                                       | -                |
| 5800 State Sources                        | 900,000                    | -                                       | -                                       | 900,000          |
| 5900 Federal Sources                      | -                          | -                                       | 100,000                                 | 100,000          |
| Other Sources                             | -                          | -                                       | -                                       | -                |
| Total Estimated Revenues                  | \$ 900,000                 | \$ -                                    | \$ 100,000                              | \$ 1,000,000     |
| Estimated Expenses:                       |                            |                                         |                                         |                  |
| 6100 Payroll Costs                        | 105,845                    | -                                       | 100,000                                 | 205,845          |
| 6200 Professional and Contracted Services | 90,175                     | -                                       | -                                       | 90,175           |
| 6300 Supplies and Materials               | 320,400                    | -                                       | -                                       | 320,400          |
| 6400 Other Operating Costs                | 93,400                     | -                                       | -                                       | 93,400           |
| 6500 Debt Expense                         | -                          | -                                       | -                                       | -                |
| Other Expenses                            | 260,000                    | -                                       | -                                       | 260,000          |
| Total Estimated Expenses                  | \$ 869,820                 | \$ -                                    | \$ 100,000                              | \$ 969,820       |
| Change in Net Assets                      | \$ 30,180                  | \$ -                                    | \$ -                                    | \$ 30,180        |
| Net Assets at End of Year                 | \$ 37,933                  | \$ -                                    | \$ -                                    | \$ 37,933        |

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Local Revenues**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2007

| Revenue Code | Description of Net Assets                                        | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets | Total Net Assets |
|--------------|------------------------------------------------------------------|-------------------------|-----------------------------------|-----------------------------------|------------------|
| 5719         | Local Property Taxes Passed Through By School Districts          | -                       | -                                 | -                                 | -                |
| 5729         | Local Revenues Resulting from Services Rendered to Other Schools | -                       | -                                 | -                                 | -                |
| 5741         | Earnings from Permanently Restricted Net Assets and Endowments   | -                       | -                                 | -                                 | -                |
| 5742         | Earnings from Temporary Deposits and Investments                 | -                       | -                                 | -                                 | -                |
| 5743         | Rent                                                             | -                       | -                                 | -                                 | -                |
| 5744         | Gifts and Bequests                                               | -                       | -                                 | -                                 | -                |
| 5749         | Other Revenues from Local Sources                                |                         |                                   |                                   |                  |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
| 5751         | Food Service Activity                                            | -                       | -                                 | -                                 | -                |
| 5752         | Athletic Activities                                              | -                       | -                                 | -                                 | -                |
| 5753         | Extracurricular/Cocurricular Activities Other than Athletics     | -                       | -                                 | -                                 | -                |
| 5759         | Cocurricular, Enterprising Services or Activities                |                         |                                   |                                   |                  |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
| 5769         | Miscellaneous Revenues from Intermediate Sources                 |                         |                                   |                                   |                  |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | Total Local Revenues                                             | \$ -                    | \$ -                              | \$ -                              | \$ -             |



**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated State Revenues**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2007

| Revenue Code | Description of Net Assets                                    | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets | Total Net Assets |
|--------------|--------------------------------------------------------------|-------------------------|-----------------------------------|-----------------------------------|------------------|
| 5811         | Per Capita Apportionment                                     | 900,000                 | -                                 | -                                 | 900,000          |
| 5812         | Foundation School Program Act Entitlements                   | -                       | -                                 | -                                 | -                |
| 5813         | Foundation School Program Act Incentive Aid                  | -                       | -                                 | -                                 | -                |
| 5819         | Other Foundation School Program Act Revenues                 | -                       | -                                 | -                                 | -                |
| 5829         | State Program Revenues Distributed by Texas Education Agency | -                       | -                                 | -                                 | -                |
| 5839         | State Revenues from State of Texas Government Agencies       | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                    | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                    | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                    | -                       | -                                 | -                                 | -                |
|              | Total State Revenues                                         | \$ 900,000              | \$ -                              | \$ -                              | \$ 900,000       |

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Application for an Open-Enrollment Charter School - Eleventh Generation
Schedule of Estimated Federal Revenues

Dallas County Community College District
Richland Collegiate High School of Mathematics, Science, and Engineering
Budget for the Fiscal Year Ended

|              |                                                                                               | 08/31/2007              |                                   |                                   |                  |
|--------------|-----------------------------------------------------------------------------------------------|-------------------------|-----------------------------------|-----------------------------------|------------------|
| Revenue Code | Description of Net Assets                                                                     | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets | Total Net Assets |
| 5919         | Federal Revenues Distributed Through Government Entities Other than State or Federal Agencies |                         |                                   |                                   |                  |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
| 5921         | School Breakfast Program                                                                      | -                       | -                                 | -                                 | -                |
| 5922         | National School Lunch Program                                                                 | -                       | -                                 | -                                 | -                |
| 5923         | United States Department of Agriculture (USDA) Donated Commodities                            | -                       | -                                 | -                                 | -                |
| 5929         | Federal Revenues Distributed by Texas Education Agency                                        |                         |                                   |                                   |                  |
|              | Start-Up Grant                                                                                | -                       | -                                 | 100,000                           | 100,000          |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
| 5931         | School Health and Related Services                                                            | -                       | -                                 | -                                 | -                |
| 5932         | Medicaid Administrative Claiming Program                                                      | -                       | -                                 | -                                 | -                |
| 5939         | Federal Revenues Distributed by Other State of Texas Government Agencies                      | -                       | -                                 | -                                 | -                |
| 5949         | Federal Revenues Distributed Directly from the Federal Government                             |                         |                                   |                                   |                  |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | Total Federal Revenues                                                                        | \$ -                    | \$ -                              | \$ 100,000                        | \$ 100,000       |

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Revenues from Other Sources**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2007

| Description of Other Sources of Revenue | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|-----------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| Total Other Sources                     | \$ -                       | \$ -                                    | \$ -                                    | \$ -                |

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2007

|                                                                        | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|------------------------------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| Estimated Expenses:                                                    |                            |                                         |                                         |                     |
| 6100 Payroll Costs                                                     |                            |                                         |                                         |                     |
| 6112 Salaries or Wages for Substitute Teachers                         | -                          | -                                       | -                                       | -                   |
| 6119 Salaries or Wages -- Teachers and Other Professional<br>Personnel | 74,459                     | -                                       | 68,616                                  | 143,075             |
| 6121 Extra Duty Pay/Overtime -- Support Personnel                      | -                          | -                                       | -                                       | -                   |
| 6129 Salaries or Wages for Support Personnel                           | 15,341                     | -                                       | 15,341                                  | 30,682              |
| 6139 Employee Allowances                                               | 945                        | -                                       | 945                                     | 1,890               |
| 6141 Social Security/Medicare                                          | 1,274                      | -                                       | 1,273                                   | 2,547               |
| 6142 Group Health and Life Insurance                                   | 7,200                      | -                                       | 7,200                                   | 14,400              |
| 6143 Workers' Compensation                                             | 1,066                      | -                                       | 1,066                                   | 2,132               |
| 6145 Unemployment Compensation                                         | 500                        | -                                       | 500                                     | 1,000               |
| 6146 Teacher Retirement/TRS Care                                       | 5,060                      | -                                       | 5,059                                   | 10,119              |
| 6149 Employee Benefits                                                 | -                          | -                                       | -                                       | -                   |
| Total Payroll Costs                                                    | \$ 105,845                 | \$ -                                    | \$ 100,000                              | \$ 205,845          |

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**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2007

|                                                         | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|---------------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| Estimated Expenses:                                     |                            |                                         |                                         |                     |
| 6200 Professional and Contracted Services               |                            |                                         |                                         |                     |
| 6211 Legal Services                                     | -                          | -                                       | -                                       | -                   |
| 6212 Audit Services                                     | -                          | -                                       | -                                       | -                   |
| 6219 Professional Services                              | 50,000                     | -                                       | -                                       | 50,000              |
| 6221 Staff Tuition and Related Fees -- Higher Education | -                          | -                                       | -                                       | -                   |
| 6222 Student Tuition -- Public Schools                  | -                          | -                                       | -                                       | -                   |
| 6223 Student Tuition -- Other than Public Schools       | -                          | -                                       | -                                       | -                   |
| 6229 Tuition and Transfer Payments                      | -                          | -                                       | -                                       | -                   |
| 6239 Education Service Center Services                  | 3,600                      | -                                       | -                                       | 3,600               |
| 6249 Contracted Maintenance and Repair                  | -                          | -                                       | -                                       | -                   |
| 6259 Utilities                                          | -                          | -                                       | -                                       | -                   |
| 6269 Rentals -- Operating Leases                        | 1,575                      | -                                       | -                                       | 1,575               |
| 6299 Miscellaneous Contracted Services                  | 35,000                     | -                                       | -                                       | 35,000              |
| Total Professional and Contracted Services              | \$ 90,175                  | \$ -                                    | \$ -                                    | \$ 90,175           |

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**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2007

|                                                              | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|--------------------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| Estimated Expenses:                                          |                            |                                         |                                         |                     |
| 6300 Supplies and Materials                                  |                            |                                         |                                         |                     |
| 6311 Gasoline and Other Fuels for Vehicles (Including Buses) | -                          | -                                       | -                                       | -                   |
| 6319 Supplies for Maintenance and/or Operations              |                            | -                                       | -                                       | -                   |
| 6321 Textbooks                                               | 302,400                    | -                                       | -                                       | 302,400             |
| 6329 Reading Materials                                       | -                          | -                                       | -                                       | -                   |
| 6339 Testing Materials                                       | -                          | -                                       | -                                       | -                   |
| 6341 Food                                                    | -                          | -                                       | -                                       | -                   |
| 6342 Non-Food                                                | -                          | -                                       | -                                       | -                   |
| 6343 Items for Sale                                          | -                          | -                                       | -                                       | -                   |
| 6344 USDA Donated Commodities                                | -                          | -                                       | -                                       | -                   |
| 6349 Food Service Supplies                                   | -                          | -                                       | -                                       | -                   |
| 6399 General Supplies                                        | 18,000                     | -                                       | -                                       | 18,000              |
| Total Supplies and Materials                                 | \$ 320,400                 | \$ -                                    | \$ -                                    | \$ 320,400          |

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**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2007

|                                              | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|----------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| Estimated Expenses:                          |                            |                                         |                                         |                     |
| 6400 Other Operating Costs                   |                            |                                         |                                         |                     |
| 6411 Travel and Subsistence -- Employee Only | 10,000                     | -                                       | -                                       | 10,000              |
| 6412 Travel and Subsistence -- Students      | 15,000                     | -                                       | -                                       | 15,000              |
| 6413 Stipends -- Non-Employees               | -                          | -                                       | -                                       | -                   |
| 6419 Travel and Subsistence -- Non-Employees | 5,000                      | -                                       | -                                       | 5,000               |
| 6429 Insurance and Bonding Costs             | 40,000                     | -                                       | -                                       | 40,000              |
| 6449 Depreciation Expense                    | -                          | -                                       | -                                       | -                   |
| 6494 Reclassified Transportation Expenses    | -                          | -                                       | -                                       | -                   |
| 6499 Miscellaneous Operating Costs           | 23,400                     | -                                       | -                                       | 23,400              |
| 270 Total Other Operating Costs              | <u>\$ 93,400</u>           | <u>\$ -</u>                             | <u>\$ -</u>                             | <u>\$ 93,400</u>    |
| 6500 Debt Expense                            |                            |                                         |                                         |                     |
| 6521 Interest on Bonds                       | -                          | -                                       | -                                       | -                   |
| 6522 Capital Lease Interest                  | -                          | -                                       | -                                       | -                   |
| 6523 Interest on Debt                        | -                          | -                                       | -                                       | -                   |
| 6529 Interest Expenses                       | -                          | -                                       | -                                       | -                   |
| 6599 Other Debt Fees                         | -                          | -                                       | -                                       | -                   |
| Total Debt Expense                           | <u>\$ -</u>                | <u>\$ -</u>                             | <u>\$ -</u>                             | <u>\$ -</u>         |

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2007

|                                                    | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|----------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| <i>Estimated Expenses:</i>                         |                            |                                         |                                         |                     |
| Other Expenses                                     |                            |                                         |                                         |                     |
| Laptop Computers for Students (200 @ \$1,300 each) | 260,000                    | -                                       | -                                       | 260,000             |
| [Enter Description Here.]                          | -                          | -                                       | -                                       | -                   |
| [Enter Description Here.]                          | -                          | -                                       | -                                       | -                   |
| [Enter Description Here.]                          | -                          | -                                       | -                                       | -                   |
| [Enter Description Here.]                          | -                          | -                                       | -                                       | -                   |
| Total Other Expenses                               | \$ 260,000                 | \$ -                                    | \$ -                                    | \$ 260,000          |
| Total Estimated Expenses                           | \$ 609,820                 | \$ -                                    | \$ 100,000                              | \$ 709,820          |

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## Application for an Open-Enrollment Charter School - Eleventh Generation Budget Template Instructions

### Instructions to complete budget template.

1. Enter the name of the sponsoring entity: 

|                                          |
|------------------------------------------|
| Dallas County Community College District |
|------------------------------------------|
2. Enter the name of the proposed charter school: 

|                                                                          |
|--------------------------------------------------------------------------|
| Richland Collegiate High School of Mathematics, Science, and Engineering |
|--------------------------------------------------------------------------|
3. Enter the date of the fiscal year end: 

|            |
|------------|
| 08/31/2008 |
|------------|
4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.
5. To complete the budget template, use the Special Supplement To Financial Accounting and Reporting Nonprofit Charter School Chart Of Accounts to ensure that the account codes are used appropriately.
6. The *Summary of Estimated Revenues and Expenses* adds the values entered into the other worksheets. Data does not need to be entered into this worksheet.
7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Estimated Net Assets at Beginning of Year*. Include a description and a dollar amount for each net asset line item.
8. Enter information regarding local revenues in the *Schedule of Estimated Local Revenues* (worksheet labeled 5700).
9. Enter information regarding state revenues in the *Schedule of Estimated State Revenues* (worksheet labeled 5800).
10. Enter information regarding federal revenues in the *Schedule of Estimated Federal Revenues* (worksheet labeled 5900).
11. Enter information regarding other sources of funds in the *Schedule of Estimated Revenues from Other Sources* (worksheet labeled Other).
12. Enter information regarding expenditures in the *Schedule of Estimated Expenses* (worksheet labeled 6000).
13. Forward a copy of all the worksheets included in this workbook with the charter application.

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Summary of Estimated Revenues and Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended 08/31/2008

|                                           | Unrestricted Net<br>Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net Assets |
|-------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|------------------|
| Net Assets at Beginning of Year           | \$ 37,933                  | \$ -                                    | \$ -                                    | \$ 37,933        |
| Estimated Revenues:                       |                            |                                         |                                         |                  |
| 5700 Local Sources                        | -                          | -                                       | -                                       | -                |
| 5800 State Sources                        | 1,800,000                  | -                                       | -                                       | 1,800,000        |
| 5900 Federal Sources                      | -                          | -                                       | 100,000                                 | 100,000          |
| Other Sources                             | -                          | -                                       | -                                       | -                |
| Total Estimated Revenues                  | \$ 1,800,000               | \$ -                                    | \$ 100,000                              | \$ 1,900,000     |
| Estimated Expenses:                       |                            |                                         |                                         |                  |
| 6100 Payroll Costs                        | 169,514                    | -                                       | 100,000                                 | 269,514          |
| 6200 Professional and Contracted Services | 94,425                     | -                                       | -                                       | 94,425           |
| 6300 Supplies and Materials               | 463,400                    | -                                       | -                                       | 463,400          |
| 6400 Other Operating Costs                | 113,400                    | -                                       | -                                       | 113,400          |
| 6500 Debt Expense                         | 500,000                    | -                                       | -                                       | 500,000          |
| Other Expenses                            | 260,000                    | -                                       | -                                       | 260,000          |
| Total Estimated Expenses                  | \$ 1,600,739               | \$ -                                    | \$ 100,000                              | \$ 1,700,739     |
| Change in Net Assets                      | \$ 199,261                 | \$ -                                    | \$ -                                    | \$ 199,261       |
| Net Assets at End of Year                 | \$ 237,194                 | \$ -                                    | \$ -                                    | \$ 237,194       |

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Net Assets at Beginning of Year**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2008

| Description of Net Assets                      | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| Net Assets Carried Forward from Start-Up Phase | 37,933                     | -                                       | -                                       | 37,933              |
| [Enter description here.]                      | -                          | -                                       | -                                       | -                   |
| [Enter description here.]                      | -                          | -                                       | -                                       | -                   |
| [Enter description here.]                      | -                          | -                                       | -                                       | -                   |
| [Enter description here.]                      | -                          | -                                       | -                                       | -                   |
| [Enter description here.]                      | -                          | -                                       | -                                       | -                   |
| [Enter description here.]                      | -                          | -                                       | -                                       | -                   |
| [Enter description here.]                      | -                          | -                                       | -                                       | -                   |
| [Enter description here.]                      | -                          | -                                       | -                                       | -                   |
| [Enter description here.]                      | -                          | -                                       | -                                       | -                   |
| Net Assets at Beginning of Year                | <u>\$ 37,933</u>           | <u>\$ -</u>                             | <u>\$ -</u>                             | <u>\$ 37,933</u>    |

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Local Revenues**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2008

| Revenue Code | Description of Net Assets                                        | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets | Total Net Assets |
|--------------|------------------------------------------------------------------|-------------------------|-----------------------------------|-----------------------------------|------------------|
| 5719         | Local Property Taxes Passed Through By School Districts          |                         | -                                 | -                                 | -                |
| 5729         | Local Revenues Resulting from Services Rendered to Other Schools | -                       | -                                 | -                                 | -                |
| 5741         | Earnings from Permanently Restricted Net Assets and Endowments   | -                       | -                                 | -                                 | -                |
| 5742         | Earnings from Temporary Deposits and Investments                 | -                       | -                                 | -                                 | -                |
| 5743         | Rent                                                             | -                       | -                                 | -                                 | -                |
| 5744         | Gifts and Bequests                                               | -                       | -                                 | -                                 | -                |
| 5749         | Other Revenues from Local Sources                                |                         |                                   |                                   |                  |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
| 5751         | Food Service Activity                                            | -                       | -                                 | -                                 | -                |
| 5752         | Athletic Activities                                              | -                       | -                                 | -                                 | -                |
| 5753         | Extracurricular/Cocurricular Activities Other than Athletics     | -                       | -                                 | -                                 | -                |
| 5759         | Cocurricular, Enterprising Services or Activities                |                         |                                   |                                   |                  |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
| 5769         | Miscellaneous Revenues from Intermediate Sources                 |                         |                                   |                                   |                  |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                        | -                       | -                                 | -                                 | -                |
|              | Total Local Revenues                                             | \$ -                    | \$ -                              | \$ -                              | \$ -             |

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated State Revenues**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2008

| Revenue Code | Description of Net Assets                                    | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets | Total Net Assets |
|--------------|--------------------------------------------------------------|-------------------------|-----------------------------------|-----------------------------------|------------------|
| 5811         | Per Capita Apportionment                                     | 1,800,000               | -                                 | -                                 | 1,800,000        |
| 5812         | Foundation School Program Act Entitlements                   | -                       | -                                 | -                                 | -                |
| 5813         | Foundation School Program Act Incentive Aid                  | -                       | -                                 | -                                 | -                |
| 5819         | Other Foundation School Program Act Revenues                 | -                       | -                                 | -                                 | -                |
| 5829         | State Program Revenues Distributed by Texas Education Agency | -                       | -                                 | -                                 | -                |
| 5839         | State Revenues from State of Texas Government Agencies       | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                    | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                    | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                    | -                       | -                                 | -                                 | -                |
| 276          | Total State Revenues                                         | \$ 1,800,000            | \$ -                              | \$ -                              | \$ 1,800,000     |

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Federal Revenues**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2008

| Revenue Code | Description of Net Assets                                                                     | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets | Total Net Assets |
|--------------|-----------------------------------------------------------------------------------------------|-------------------------|-----------------------------------|-----------------------------------|------------------|
| 5919         | Federal Revenues Distributed Through Government Entities Other than State or Federal Agencies |                         |                                   |                                   |                  |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
| 5921         | School Breakfast Program                                                                      | -                       | -                                 | -                                 | -                |
| 5922         | National School Lunch Program                                                                 | -                       | -                                 | -                                 | -                |
| 5923         | United States Department of Agriculture (USDA) Donated Commodities                            | -                       | -                                 | -                                 | -                |
| 5929         | Federal Revenues Distributed by Texas Education Agency                                        |                         |                                   |                                   |                  |
|              | Start-Up Grant                                                                                | -                       | -                                 | 100,000                           | 100,000          |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
| 5931         | School Health and Related Services                                                            | -                       | -                                 | -                                 | -                |
| 5932         | Medicaid Administrative Claiming Program                                                      | -                       | -                                 | -                                 | -                |
| 5939         | Federal Revenues Distributed by Other State of Texas Government Agencies                      | -                       | -                                 | -                                 | -                |
| 5949         | Federal Revenues Distributed Directly from the Federal Government                             |                         |                                   |                                   |                  |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | [Enter description here.]                                                                     | -                       | -                                 | -                                 | -                |
|              | Total Federal Revenues                                                                        | \$ -                    | \$ -                              | \$ 100,000                        | \$ 100,000       |

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**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Revenues from Other Sources**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2008

| Description of Other Sources of Revenue | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|-----------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| [Enter description here.]               | -                          | -                                       | -                                       | -                   |
| Total Other Sources                     | \$ -                       | \$ -                                    | \$ -                                    | \$ -                |

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2008

|                                                                        | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|------------------------------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| Estimated Expenses:                                                    |                            |                                         |                                         |                     |
| 6100 Payroll Costs                                                     |                            |                                         |                                         |                     |
| 6112 Salaries or Wages for Substitute Teachers                         | -                          | -                                       | -                                       | -                   |
| 6119 Salaries or Wages -- Teachers and Other Professional<br>Personnel | 126,886                    | -                                       | 74,965                                  | 201,851             |
| 6121 Extra Duty Pay/Overtime -- Support Personnel                      | -                          | -                                       | -                                       | -                   |
| 6129 Salaries or Wages for Support Personnel                           | 19,813                     | -                                       | 11,636                                  | 31,449              |
| 6139 Employee Allowances                                               | 1,191                      | -                                       | 699                                     | 1,890               |
| 6141 Social Security/Medicare                                          | 2,148                      | -                                       | 1,262                                   | 3,410               |
| 6142 Group Health and Life Insurance                                   | 9,072                      | -                                       | 5,328                                   | 14,400              |
| 6143 Workers' Compensation                                             | 1,343                      | -                                       | 789                                     | 2,132               |
| 6145 Unemployment Compensation                                         | 630                        | -                                       | 370                                     | 1,000               |
| 6146 Teacher Retirement/TRS Care                                       | 8,431                      | -                                       | 4,951                                   | 13,382              |
| 6149 Employee Benefits                                                 | -                          | -                                       | -                                       | -                   |
| Total Payroll Costs                                                    | \$ 169,514                 | \$ -                                    | \$ 100,000                              | \$ 269,514          |



**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2008

|                                                         | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|---------------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| Estimated Expenses:                                     |                            |                                         |                                         |                     |
| 6200 Professional and Contracted Services               |                            |                                         |                                         |                     |
| 6211 Legal Services                                     | -                          | -                                       | -                                       | -                   |
| 6212 Audit Services                                     | -                          | -                                       | -                                       | -                   |
| 6219 Professional Services                              | 52,500                     | -                                       | -                                       | 52,500              |
| 6221 Staff Tuition and Related Fees -- Higher Education | -                          | -                                       | -                                       | -                   |
| 6222 Student Tuition -- Public Schools                  | -                          | -                                       | -                                       | -                   |
| 6223 Student Tuition -- Other than Public Schools       | -                          | -                                       | -                                       | -                   |
| 6229 Tuition and Transfer Payments                      | -                          | -                                       | -                                       | -                   |
| 6239 Education Service Center Services                  | 3,600                      | -                                       | -                                       | 3,600               |
| 6249 Contracted Maintenance and Repair                  | -                          | -                                       | -                                       | -                   |
| 6259 Utilities                                          | -                          | -                                       | -                                       | -                   |
| 6269 Rentals -- Operating Leases                        | 1,575                      | -                                       | -                                       | 1,575               |
| 6299 Miscellaneous Contracted Services                  | 36,750                     | -                                       | -                                       | 36,750              |
| Total Professional and Contracted Services              | \$ 94,425                  | \$ -                                    | \$ -                                    | \$ 94,425           |

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**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2008

|                                                              | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|--------------------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| Estimated Expenses:                                          |                            |                                         |                                         |                     |
| 6300 Supplies and Materials                                  |                            |                                         |                                         |                     |
| 6311 Gasoline and Other Fuels for Vehicles (Including Buses) | -                          | -                                       | -                                       | -                   |
| 6319 Supplies for Maintenance and/or Operations              |                            | -                                       | -                                       | -                   |
| 6321 Textbooks                                               | 440,400                    | -                                       | -                                       | 440,400             |
| 6329 Reading Materials                                       | -                          | -                                       | -                                       | -                   |
| 6339 Testing Materials                                       | -                          | -                                       | -                                       | -                   |
| 6341 Food                                                    | 2,500                      | -                                       | -                                       | 2,500               |
| 6342 Non-Food                                                | 2,500                      | -                                       | -                                       | 2,500               |
| 6343 Items for Sale                                          | -                          | -                                       | -                                       | -                   |
| 6344 USDA Donated Commodities                                | -                          | -                                       | -                                       | -                   |
| 6349 Food Service Supplies                                   | -                          | -                                       | -                                       | -                   |
| 6399 General Supplies                                        | 18,000                     | -                                       | -                                       | 18,000              |
| Total Supplies and Materials                                 | <u>\$ 463,400</u>          | <u>\$ -</u>                             | <u>\$ -</u>                             | <u>\$ 463,400</u>   |

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Expenses**

Dallas County Community College District  
 Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2008

|                                              | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|----------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| Estimated Expenses:                          |                            |                                         |                                         |                     |
| 6400 Other Operating Costs                   |                            |                                         |                                         |                     |
| 6411 Travel and Subsistence -- Employee Only | 25,000                     | -                                       | -                                       | 25,000              |
| 6412 Travel and Subsistence -- Students      | 20,000                     | -                                       | -                                       | 20,000              |
| 6413 Stipends -- Non-Employees               | -                          | -                                       | -                                       | -                   |
| 6419 Travel and Subsistence -- Non-Employees | 5,000                      | -                                       | -                                       | 5,000               |
| 6429 Insurance and Bonding Costs             | 40,000                     | -                                       | -                                       | 40,000              |
| 6449 Depreciation Expense                    | -                          | -                                       | -                                       | -                   |
| 6494 Reclassified Transportation Expenses    | -                          | -                                       | -                                       | -                   |
| 6499 Miscellaneous Operating Costs           | 23,400                     | -                                       | -                                       | 23,400              |
| Total Other Operating Costs                  | <u>\$ 113,400</u>          | <u>\$ -</u>                             | <u>\$ -</u>                             | <u>\$ 113,400</u>   |
| 6500 Debt Expense                            |                            |                                         |                                         |                     |
| 6521 Interest on Bonds                       | -                          | -                                       | -                                       | -                   |
| 6522 Capital Lease Interest                  | -                          | -                                       | -                                       | -                   |
| 6523 Interest on Debt                        | -                          | -                                       | -                                       | -                   |
| 6529 Interest Expenses                       | -                          | -                                       | -                                       | -                   |
| 6599 Other Debt Fees                         | 500,000                    | -                                       | -                                       | 500,000             |
| Total Debt Expense                           | <u>\$ 500,000</u>          | <u>\$ -</u>                             | <u>\$ -</u>                             | <u>\$ 500,000</u>   |

**Application for an Open-Enrollment Charter School - Eleventh Generation**  
**Schedule of Estimated Expenses**

Dallas County Community College District

Richland Collegiate High School of Mathematics, Science, and Engineering

Budget for the Fiscal Year Ended

08/31/2008

|                                                    | Unrestricted<br>Net Assets | Temporarily<br>Restricted Net<br>Assets | Permanently<br>Restricted Net<br>Assets | Total Net<br>Assets |
|----------------------------------------------------|----------------------------|-----------------------------------------|-----------------------------------------|---------------------|
| Estimated Expenses:                                |                            |                                         |                                         |                     |
| Other Expenses                                     |                            |                                         |                                         |                     |
| Laptop Computers for Students (200 @ \$1,300 each) | 260,000                    | -                                       | -                                       | 260,000             |
| [Enter Description Here.]                          | -                          | -                                       | -                                       | -                   |
| [Enter Description Here.]                          | -                          | -                                       | -                                       | -                   |
| [Enter Description Here.]                          | -                          | -                                       | -                                       | -                   |
| [Enter Description Here.]                          | -                          | -                                       | -                                       | -                   |
| Total Other Expenses                               | \$ 260,000                 | \$ -                                    | \$ -                                    | \$ 260,000          |
| Total Estimated Expenses                           | \$ 1,340,739               | \$ -                                    | \$ 100,000                              | \$ 1,440,739        |

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## **EXPLANATION OF YEAR 1 AND YEAR 2 BUDGET ITEMS**

The budgets for the first two years of classes for the Collegiate High School cover the periods of September 1, 2006 - August 31, 2007, and September 1, 2007 – August 31, 2008. As in the start-up period, the budgets include three to four weeks of school for the following Fall Semester as the Collegiate High School will open for the school year in August each year to provide students time to adjust to the college experience before college classes start in late August. Due to the need to provide students with textbooks and laptops computers before college classes start, the costs for these items are included in the preceding year's budget even though they will be used in the following year of classes and beyond.

### **SEPTEMBER 1, 2006 – AUGUST 31, 2007**

#### **Explanation of Assets and Revenues**

##### **Net Assets at the Beginning of Year:**

At the end of the Start-Up period, the High School will have net assets of \$7,753 remaining from the \$500,000 amount Richland College has committed to support the start-up costs of the Collegiate High School (see *Attachment M*).

##### **Revenues:**

A total of \$100,000 is anticipated from the Start-Up Grant program. These funds will be used to pay for a portion of personnel and fringe benefit costs for this period.

#### **Explanation of Estimated Expenses**

##### **Payroll Costs:**

*Salaries and wages for teachers and other professional personnel* – All full-time employees will be on staff for the entire year. A 3% salary increase is included in salaries for this year. Orientation and TAKS Preparation workshop leaders are paid at a set rate as indicated:

|                                                                |                  |
|----------------------------------------------------------------|------------------|
| Principal.....                                                 | \$63,292         |
| Academic Advising Coordinator.....                             | 38,054           |
| Student Service Specialist.....                                | 34,729           |
| Presenters at Orientation Workshops (20 @ \$200/workshop)..... | 4,000            |
| TAKS Preparation Workshop Leaders (100 hours @ \$30/hour)..... | 3,000            |
| <b>TOTAL.....</b>                                              | <b>\$143,075</b> |

These salaries will be split between the Start-Up Grant funds and the allocation from Richland College with 48% allotted to the Start-Up Grant (\$68,616) and 52% to Richland funds (\$74,459).

*Salaries and wages for support personnel* – The Administrative Assistant will work the entire year. A 3% salary increase is included in this salary for the year:

|                               |                 |
|-------------------------------|-----------------|
| Administrative Assistant..... | <b>\$30,682</b> |
|-------------------------------|-----------------|

The salary will be split between the Start-Up Grant funds and the allocation from Richland College with 50% allotted to the Start-Up Grant (\$15,341) and 50% to Richland funds (\$15,341).

*Employee Allowances* – The High School Principal receives a Business & Travel and cell phone allowance of \$157.50/month to pay for local travel expenses - \$157.50/month @ 12 months ..... **\$1,890**  
This allowance is split between the Start-Up Grant funds and the allocation from Richland College with 50% allotted to the Start-Up Grant (\$945) and 50% to Richland funds (\$945).

*Social Security/Medicare* – The DCCCD does not pay Social Security for employees. It does pay for Medicare at 1.45% of wages and allowances - \$175,647 total wages @ 1.45%..... **\$2,547**  
This cost is split between the Start-Up Grant funds and the allocation from Richland College with 49% allotted to the Start-Up Grant (\$1,273) and 51% to Richland funds (\$1,274).

*Group Health and Life Insurance* – The DCCCD allows employees to choose among several health insurance plans in addition to paying for a life insurance plan. The costs of these plans varies, but is calculated at \$3,600/year for full-time employees for this budget – 4 employees @ \$3,600/year ....**\$14,400**  
This cost is split between the Start-Up Grant funds and the allocation from Richland College with 50% allotted to the Start-Up Grant (\$7,200) and 50% to Richland funds (\$7,200).

*Worker's Compensation* – The DCCCD pays this cost as a percentage of salary, capping at \$533/employee for a year – 4 employees @ \$533/each ..... **\$2,132**  
This cost is split between the Start-Up Grant funds and the allocation from Richland College with 50% allotted to the Start-Up Grant (\$1,066) and 50% to Richland funds (\$1,066).

*Unemployment Compensation* - The DCCCD pays this cost as a percentage of salary, capping at \$250/employee for a year – 4 employees @ \$250/each ..... **\$1,000**  
This cost is split between the Start-Up Grant funds and the allocation from Richland College with 50% allotted to the Start-Up Grant (\$500) and 50% to Richland funds (\$500).

*Teacher Retirement/TRS Care* – The DCCCD allows administrative and teaching employees to select between TRS and the Optional Retirement Plan (ORP) while support staff employees are entered into TRS. The district matches 6% of salaries and allowances for full-time employees' and part-time employees over 4 months for either plan - \$173,757 in salaries @ 6% ..... **\$7,172**  
This cost is split between the Start-Up Grant funds and the allocation from Richland College with 50% allotted to the Start-Up Grant (\$5,059) and 50% to Richland funds (\$5,060).

#### Professional and Contracted Services

*Professional Services* – The Collegiate High School will contract with the Richland College Financial Services Office for financial accounting and payroll services at a rate of \$50,000/year.....**\$50,000**

*Education Service Center Services* – The Collegiate High School will join the ESC Region 10 Cooperative for an annual fee of \$3,600..... **\$3,600**

*Rentals – Operating Leases* – The annual lease cost for the Win School SIS ..... **\$1,575**

*Miscellaneous Contracted Services* – The Collegiate High School will contract with the Richland College Information Technology Services Office to provide technical support for the student's laptop computers, the Win School SIS, staff members' computers, and office equipment at a rate of \$35,000/year.....**\$35,000**

#### Supplies and Materials

*Textbooks* – The Collegiate High School will purchase and supply all required textbooks for students in each class. While these costs vary depending on the class, the Richland College Financial Aid Office calculates the average cost of books for a full-time student at \$504/semester. The books will be purchased for students to use during the Spring and Fall 2007 semesters –

|                                                    |                  |
|----------------------------------------------------|------------------|
| 200 students @ \$504/student for Spring 2007 ..... | \$100,800        |
| 400 students @ \$504/student for Fall 2007 .....   | 201,600          |
| <b>TOTAL .....</b>                                 | <b>\$302,400</b> |

*General Supplies* ~ Supplies will be purchased for the offices and for school materials including student handbooks and related purposes calculated at \$1,500/mointh @ 12 months.....**\$18,000**

Other Operating Costs

*Travel and Subsistence – Employee Only* – The Superintendent, Assistant Superintendent, Principal and Business Officer will attend required training; all staff members will participate in professional development activities .....\$10,000

*Travel and Subsistence – Students* ~ Students will participate in field trip during the school year and the Fall 2007 Orientation session in August.....\$15,000

*Travel and Subsistence – Non-Employees* – The DCCCD Board of Trustees members will attend required training..... \$5,000

*Insurance and Bonding Costs* – All of the laptop computers will be insured at an annual rate of \$100/computer – 400 computers @ \$100 each .....\$40,000

*Miscellaneous Operating Costs* – These costs include –

Telephones (4 @ \$600/year each)..... \$2,400

Printing, duplicating ..... 5,000

LAN Access (4 lines @ \$4,000/year each)..... 16,000

TOTAL .....\$23,400

Other Expenses

Laptop Computers for Students (200 @ \$1,300 each) .....\$260,000

## SEPTEMBER 1, 2007 – AUGUST 31, 2008

### Explanation of Assets and Revenues

#### Net Assets at the Beginning of Year:

At the end of the preceding year, the High School will have net assets of \$37,933 not including a debt of \$500,000 to Richland College.

#### Revenues:

A total of \$100,000 is anticipated from the Start-Up Grant program. These funds will be used to pay for a portion of personnel and fringe benefit costs for this period.

### Explanation of Estimated Expenses

#### Payroll Costs:

*Salaries and wages for teachers and other professional personnel* – All full-time employees will be on staff for the entire year. A 3% salary increase is included in salaries for this year. Orientation and TAKS Preparation workshop leaders are paid at a set rate as indicated. The Senior Project advisors will be full-time DCCCD faculty members receiving an extra-service contract:

|                                                                    |                  |
|--------------------------------------------------------------------|------------------|
| Principal.....                                                     | \$65,464         |
| Academic Advising Coordinator.....                                 | 38,995           |
| Student Service Specialist.....                                    | 35,242           |
| Presenters at Orientation Workshops (45 @ \$200/workshop).....     | 9,000            |
| TAKS Preparation Workshop Leaders (100 hours @ \$31.50/hour) ..... | 3,150            |
| Senior Project Advisors (200 students @ \$250 each) .....          | 50,000           |
| <b>TOTAL .....</b>                                                 | <b>\$201,851</b> |

These salaries will be split between the Start-Up Grant funds and the allocation from Richland College with 37% allotted to the Start-Up Grant (\$74,965) and 63% to Richland funds (\$126,886).

*Salaries and wages for support personnel* – The Administrative Assistant will work the entire year. A 3% salary increase is included in this salary for the year:

|                               |          |
|-------------------------------|----------|
| Administrative Assistant..... | \$31,449 |
|-------------------------------|----------|

The salary will be split between the Start-Up Grant funds and the allocation from Richland College with 37% allotted to the Start-Up Grant (\$11,636) and 63% to Richland funds (\$19,813).

*Employee Allowances* – The High School Principal receives a Business & Travel and cell phone allowance of \$157.50/month to pay for local travel expenses - \$157.50/month @ 12 months ..... **\$1,890**  
This allowance is split between the Start-Up Grant funds and the allocation from Richland College with 37% allotted to the Start-Up Grant (\$699) and 63% to Richland funds (\$1,191).

*Social Security/Medicare* – The DCCCD does not pay Social Security for employees. It does pay for Medicare at 1.45% of wages and allowances - \$235,190 total wages @ 1.45%..... **\$3,410**  
This cost is split between the Start-Up Grant funds and the allocation from Richland College with 37% allotted to the Start-Up Grant (\$1,262) and 63% to Richland funds (\$2,148).

*Group Health and Life Insurance* – The DCCCD allows employees to choose among several health insurance plans in addition to paying for a life insurance plan. The costs of these plans varies, but is calculated at \$3,600/year for full-time employees for this budget – 4 employees @ \$3,600/year ....**\$14,400**  
This cost is split between the Start-Up Grant funds and the allocation from Richland College with 37% allotted to the Start-Up Grant (\$5,328) and 63% to Richland funds (\$9,072).

*Worker's Compensation* – The DCCCD pays this cost as a percentage of salary, capping at \$533/employee for a year – 4 employees @ \$533/each ..... **\$2,132**



This cost is split between the Start-Up Grant funds and the allocation from Richland College with 37% allotted to the Start-Up Grant (\$789) and 63% to Richland funds (\$1,343).

*Unemployment Compensation* - The DCCCD pays this cost as a percentage of salary, capping at \$250/employee for a year – 4 employees @ \$250/each ..... **\$1,000**  
This cost is split between the Start-Up Grant funds and the allocation from Richland College with 63% allotted to the Start-Up Grant (\$630) and 37% to Richland funds (\$370).

*Teacher Retirement/TRS Care* – The DCCCD allows administrative and teaching employees to select between TRS and the Optional Retirement Plan (ORP) while support staff employees are entered into TRS. The district matches 6% of salaries and allowances for full-time employees' and part-time employees over 4 months for either plan - \$223,040 in salaries @ 6% ..... **\$13,382**  
This cost is split between the Start-Up Grant funds and the allocation from Richland College with 37% allotted to the Start-Up Grant (\$4,951) and 63% to Richland funds (\$8,431).

#### Professional and Contracted Services

*Professional Services* – The Collegiate High School will contract with the Richland College Financial Services Office for financial accounting and payroll services at a rate of \$52,500/year..... **\$52,500**

*Education Service Center Services* – The Collegiate High School will join the ESC Region 10 Cooperative for an annual fee of \$3,600..... **\$3,600**

*Rentals – Operating Leases* – The annual lease cost for the Win School SIS..... **\$1,575**

*Miscellaneous Contracted Services* – The Collegiate High School will contract with the Richland College Information Technology Services Office to provide technical support for the student's laptop computers, the Win School SIS, staff members' computers, and office equipment at a rate of \$36,750/year ..... **\$36,750**

#### Supplies and Materials

*Textbooks* – The Collegiate High School will purchase and supply all required textbooks for students in each class. While these costs vary depending on the class, the Richland College Financial Aid Office calculates the average cost of books for a full-time student at \$1,101/year. The books will be purchased for students to use during the Spring and Fall 2008 semesters –  
400 students @ \$1,101/student for Spring and Fall 2008..... **\$440,400**

*Food* – Food will be purchased as part of the Collegiate High School Graduation celebration in May 2008 **\$2,500**

*Non-Food* – Other materials purchased to support the Collegiate High School Graduation celebration in May 2008 ..... **\$2,500**

*General Supplies* – Supplies will be purchased for the offices and for school materials including student handbooks and related purposes calculated at \$1,500/month @ 12 months..... **\$18,000**

#### Other Operating Costs

*Travel and Subsistence – Employee Only* – The Superintendent, Assistant Superintendent, Principal and Business Officer will attend required training; all staff members will participate in professional development activities and attend state and national charter school conferences ..... **\$25,000**

*Travel and Subsistence – Students* – Students will participate in field trip during the school year and the Fall 2008 Orientation session in August..... **\$20,000**

*Travel and Subsistence – Non-Employees* – The DCCCD Board of Trustees members will attend required training..... **\$5,000**

*Insurance and Bonding Costs* – All of the laptop computers will be insured at an annual rate of \$100/computer – 400 computers @ \$100 each.....**\$40,000**

*Miscellaneous Operating Costs* – These costs include –

Telephones (4 @ \$600/year each)..... **\$2,400**

Printing, duplicating ..... **5,000**

LAN Access (4 lines @ \$4,000/year each)..... **16,000**

**TOTAL.....\$23,400**

**Debt Expense**

*Other Debt Fees* – The Collegiate High School will repay the loan from Richland College to cover start-up costs for the first 22 months of High School operations.....**\$500,000**

**Other Expenses**

Laptop Computers for Students (200 @ \$1,300 each) .....**\$260,000**

## **ATTACHMENT P**

### **Negotiated Service Agreements**

The service agreement between the Collegiate High School and the Richland College Financial Services Office to provide financial accounting and payroll services for the Richland Collegiate High School follows this page.

**SERVICE AGREEMENT BETWEEN RICHLAND COLLEGE AND  
THE RICHLAND COLLEGIATE HIGH SCHOOL  
OF MATHEMATICS, SCIENCE, AND ENGINEERING**

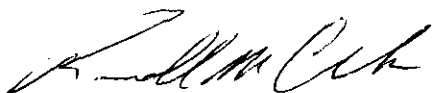
Acting upon the approval of the Dallas County Community College District Board of Trustees to submit an application to the Texas Education Agency for a charter to operate the Richland Collegiate High School of Mathematics, Science, and Engineering, this service agreement has been negotiated between Richland College and the Richland Collegiate High School to provide certain services to the Collegiate High School in return for a contracted amount.

1. In return for an annual contracted amount of **\$50,000**, the Financial Services Office of Richland College will provide the following services for the Richland Collegiate High School:
  - 1.1. Financial accounting services to provide a fund accounting system that present financial information in the appropriate format for the Texas Education Agency, the Dallas County Community College District, and other parties as necessary;
  - 1.2. Payroll accounting for DCCCD employees paid with funds received from the Texas Education Agency and other agencies and sources to perform duties and meet responsibilities directly related to the Collegiate High School and its operations;
  - 1.3. A staff member to serve as "PEIMS Coordinator" to help staff members of the Collegiate High School gather and submit data and reports to the Texas Education Agency as required to provide necessary information for the Public Education Information Management System (PEIMS);
  - 1.4. Assistance in preparing for and responding to requests for information related to audits of the activities of the Collegiate High School connected to the annual DCCCD external audit, reviews by the DCCCD Internal Audit Department, examinations by Texas Education Agency and its auditing departments, and other financial reviews as required;
  - 1.5. Other financial services as determined necessary by the President of Richland College.
2. The Richland Collegiate High School will perform the following tasks to advance and support this agreement:
  - 2.1. Obtain and maintain a Student Information System that captures data and information in a format compatible with requirements from the Texas Education Agency to meet PEIMS data reporting requirements and from the DCCCD to provide necessary data compatible with the Datatel Colleague system;
  - 2.2. Require students to adhere to Collegiate High School regulations regarding attendance monitoring and related activities;
  - 2.3. Cooperate with the PEIMS Coordinator and other staff members of the Financial Services Office to maintain appropriate records in a manner conducive to ease of communication and review of such records by the High School Business Officer, the Richland College Dean of Financial Services, staff members from the DCCCD Service Center, and other college and district officials requiring access to High School records;
  - 2.4. Respond in a timely manner to requests for required information from the Richland College Dean of Financial Services, staff members from the DCCCD Service Center, other college and district officials requiring access to High School records, officials of the Texas Education Agency, officials of other appropriate federal and state agencies,

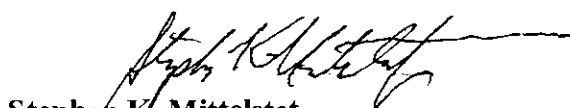
- and official representatives of auditing firms conducting audits for the DCCCD or the Texas Education Agency;
- 2.5. Provide other services and information as determined necessary by the Superintendent of the Richland Collegiate High School.

This agreement is in effect on the date of approval from the State Board of Education of the application by the DCCCD Board of Trustees for a charter to operate the Richland Collegiate High School of Mathematics, Science, and Engineering and shall remain in effect until amended or rescinded by agreement of both parties.

Signed this day of February 21, 2005.



**Ron Clark**  
**Dean of Financial Services**  
**Richland College**



**Stephen K. Mittelstet**  
**Superintendent**  
**Richland Collegiate High School of Mathematics, Science, and Engineering**

## **ATTACHMENT Q**

### **Agreement to Host Collegiate High School**

A letter from the President of Richland College to the Chancellor of the DCCCD to host the Richland Collegiate High School follows this page. As the letter states, no lease, deed to property, or purchase agreement has been negotiated to locate the Richland Collegiate High School on the campus of Richland College.



*Teaching, Learning, Community Building*

**RICHLAND COLLEGE OF THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT**

12800 Abrams Road • M.S. 106 • Dallas, Texas 75243-2199 • Fax: (972) 238-6957

RP05-021

February 18, 2005

Jesus Carreon  
Chancellor  
Dallas County Community Colleges  
701 Elm Street  
Dallas, TX 75202

Dear Jess:

I am pleased to host the Richland Collegiate High School of Mathematics, Science, and Engineering on the Richland College campus and to serve as the Superintendent of the High School. The approval of the DCCC Board of Trustees to develop the application for this High School and locate it on our campus meets the important goal of Richland College and the entire DCCC system to increase access to higher education for all the residents of Dallas County and North Texas. Thank you for your leadership in creating this exciting opportunity.

Richland College will host and operate the Richland Collegiate High School for the DCCC as an integral aspect of our services for students involving no lease, deed to property, or purchase agreement. The high school will occupy an important area on our campus and a special spot in our hearts.

Thanks again to you and the Board of Trustees for placing your faith and trust in our college. We will uphold the fine reputation of the DCCC.

Yours sincerely,

Stephen K. Mittelstet

cc: Jerry Prater, Chair, DCCC Board of Trustees  
David Canine, Vice President for Institutional Advancement

President  
**Stephen K. Mittelstet**  
(972) 238-6364

Vice President for Institutional Effectiveness  
and Economic Development  
**Kathryn K. Eggleston**  
(972) 238-6361

Vice President for Student Learning  
**Jean Conway**  
(972) 238-6025

Vice President for Institutional Advancement  
**David B. Canine**  
(972) 238-6919

Vice President for Student Development  
**Tony E. Summers**  
(972) 238-6202

Vice President for Resource Development  
and Workforce Training  
**Mehrdad Haroutunian**  
(972) 238-6207

## Bilingual Education/ESL, Section 504, and Dyslexia Assurances

*TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and 19 TAC §§89.1201-.1265* require charter schools to identify limited English proficient students based on state criteria and to provide an appropriate bilingual education or English as a second language program conducted by teachers certified for such courses.

A. The charter holder certifies that it has policies and procedures in place that ensure that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to limited English proficient students.

☒ Yes  
☐ No

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

B. The charter holder certifies that it has policies and procedures in place that ensure that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

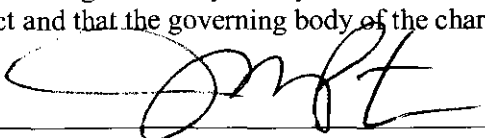
☒ Yes  
☐ No

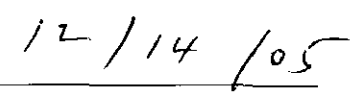
*TEC §38.003, TEC §12.104(b)(2)(K), 19 TAC §74.28* and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, require charter schools to identify students with dyslexia or related disorders and to provide appropriate educational services.

C. The charter holder certifies that it has policies and procedures in place that ensure that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students with dyslexia or related disorders.

☒ Yes  
☐ No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

  
\_\_\_\_\_  
Signature of the Charter Holder Board Chair

  
\_\_\_\_\_  
Date



## CHARTER HOLDER SPECIAL EDUCATION ASSURANCES

### **DIRECTIONS:**

- Type or print the name of the charter holder and the charter school in the General Assurance Statement below.
- The Chairperson of the Board of the Charter Holder must **initial** each of the section titles on the lines below AND **check** ☒ each of the selected cites in the boxes below to indicate the charter holder's assurance of compliance with each of the specific cites.
- The Chairperson of the Board of the Charter Holder must **sign** the document in the space provided on the final page of the assurances.
- Mail the original signed document to the **Charter Schools Division, Texas Education Agency, 1701 N. Congress, Austin, TX 78701.**

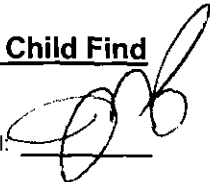
### **NOTE:**

The rules and regulations have been slightly modified to clarify the charter holder's responsibility. Changes to actual regulations are indicated by brackets. Empty brackets indicate deletions. Brackets around words indicate paraphrased or changed wording.

### General Assurance Statement

Dallas County Community College District, charter holder for Richland Collegiate High School Charter School, assures that it has policies and procedures in place that ensure implementation of all federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner rules related to students with disabilities, including those initialed and checked below, and further assures that any future amendments to the regulations, laws, and rules will be incorporated and implemented.

#### A. Child Find

Initial: 

#### ☒ 34 CFR §300.125. Child Find.

##### (a) General requirement.

##### (1) The [charter holder] shall have in effect policies and procedures to ensure that—

- (i) All children with disabilities, [enrolled in the charter school or who contact the charter school regarding enrollment], regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
- (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

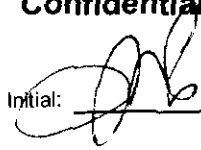
##### (2) The requirements of paragraph (a)(1) of this section apply to—

- (i) Highly mobile children with disabilities (such as migrant and homeless children); and
- (ii) Children who are suspected of being a child with a disability under [CFR 34] §300.7 and in need of special education, even though they are advancing from grade to grade.

[(c) The charter holder will notify the local ECI program of all children suspected of having a disability, from birth through the age of two, within 2 working days. The charter holder will maintain documentation of the referral and that the individual evaluation occurred within 45 calendar days.]

- (e) Confidentiality of child find data. The collection and use of data to meet the requirements of this section are subject to the confidentiality requirements of §§300.560-300.577.

## B. Confidentiality

Initial: 

### ☒ TEC §26.004. Access to Student Records.

[The charter holder recognizes] that a parent is entitled to access to all written records of a school district [or charter holder] concerning the parent's child, including:

- (1) attendance records;
- (2) test scores;
- (3) grades;
- (4) disciplinary records;
- (5) counseling records;
- (6) psychological records;
- (7) applications for admission;
- (8) health and immunization information;
- (9) teacher and counselor evaluations; and
- (10) reports of behavioral patterns.

### ☒ 19 TAC §89.1050(f)(3) [Transfer of Records].

- (f) (3) In accordance with TEC §25.002, the school district [or charter school] in which the student was previously enrolled will furnish the new school district [or charter school] with a copy of the student's records, including the child's special education records, not later than the 30th calendar day after the student was enrolled in the new school [ ]. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C., §1232g, does not require the student's current and previous school districts [or charter schools] to obtain parental consent before requesting or sending the student's special education records if the disclosure is conducted in accordance with 34 CFR, §99.31(a)(2) and §99.34.

### ☒ 34 CFR §300.127. Confidentiality of personally identifiable information.

- (a) The [charter holder] must have on file in detail the policies and procedures [ ] to ensure protection of the confidentiality of any personally identifiable information, collected, used, or maintained under Part B of the [IDEA].

### ☒ 34 CFR §300.560. Definitions.

As used in §§300.560-300.577—

- (a) Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- (b) Education records means the type of records covered under the definition of "education records" in 34 CFR part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974).
- (c) Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the [IDEA].

### ☒ 34 CFR §300.561. Notice to parents.

- (a) The [charter holder] shall give notice that is adequate to fully inform parents about the requirements of §300.127, including—
- (1) A description of the extent that the notice is given in the native languages of the various population groups in the State;

- (2) A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the [charter holder] intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
  - (3) A summary of the policies and procedures that the [charter holder] must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
  - (4) A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and implementing regulations in 34 CFR part 99.
- (b) Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents of the activity.

☒ **34 CFR §300.562. Access rights.**

- (a) [The charter holder] shall permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the [charter holder] under this part. The [charter holder] shall comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to §§300.507 and 300.521-300.528, and in no case more than 45 days after the request has been made.
- (b) The right to inspect and review education records under this section includes—
  - (1) The right to a response from the [charter holder] to reasonable requests for explanations and interpretations of the records;
  - (2) The right to request that the [charter holder] provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
  - (3) The right to have a representative of the parent inspect and review the records.
- (c) [The charter holder] may presume that the parent has authority to inspect and review records relating to his or her child unless the [charter holder] has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

☒ **34 CFR §300.563. Record of access.**

[The charter holder] shall keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the [IDEA] (except access by parents and authorized employees of the [charter holder]), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

☒ **34 CFR §300.564. Records on more than one child.**

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

☒ **34 CFR §300.565. List of types and locations of information.**

[The charter holder] shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the [charter holder].

☒ **34 CFR §300.566. Fees.**

- (a) [The charter holder] may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.
- (b) [The charter holder] may not charge a fee to search for or to retrieve information under this part.

☒ **34 CFR §300.567. Amendment of records at parent's request.**

- (a) A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child may request the [charter holder] that maintains the information to amend the information.
- (b) The [charter holder] shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.
- (c) If the [charter holder] decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing under §300.568.

☒ **34 CFR §300.568. Opportunity for a hearing.**

The [charter holder] shall, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

☒ **34 CFR §300.569. Result of hearing.**

- (a) If, as a result of the hearing, the [charter holder] decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parent in writing.
- (b) If, as a result of the hearing, the [charter holder] decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the [charter holder].
- (c) Any explanation placed in the records of the child under this section must—
  - (1) Be maintained by the [charter holder] as part of the records of the child as long as the record or contested portion is maintained by the [charter holder]; and
  - (2) If the records of the child or the contested portion is disclosed by the [charter holder] to any party, the explanation must also be disclosed to the party.

☒ **34 CFR §300.570. Hearing procedures.**

A hearing held under §300.568 must be conducted according to the procedures under 34 CFR 99.22

☒ **34 CFR §300.571. Consent.**

- (a) Except as to disclosures addressed in §300.529(b) for which parental consent is not required by Part 99, parental consent must be obtained before personally identifiable information is—
  - (1) Disclosed to anyone other than officials of participating agencies collecting or using the information under this part, subject to paragraph (b) of this section; or
  - (2) Used for any purpose other than meeting a requirement of this part.
- (b) An educational agency or institution subject to 34 CFR Part 99 may not release information from education records to participating agencies without parental consent unless authorized to do so under part 99.

☒ **34 CFR §300.572. Safeguards.**

- (a) [The charter holder] shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- (b) One official at [the charter school] shall assume responsibility for ensuring the confidentiality of any personally identifiable information.
- (c) All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under §300.127 and 34 CFR part 99.
- (d) [The charter holder] shall maintain, for public inspection, a current listing of the names and positions of those employees within the [charter school] who may have access to personally identifiable information.

☒ **34 CFR §300.573. Destruction of information.**

- (a) The [charter holder] shall inform parents when personally identifiable information collected, maintained, or used under this part is no longer needed to provide educational services to the child.
- (b) The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

☒ **34 CFR §300.574. Children's rights.**

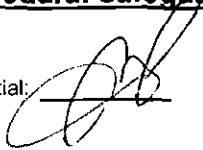
- (a) The [charter holder] shall provide policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.
- (b) Under the regulations for the Family Educational Rights and Privacy Act of 1974 (34 CFR 99.5(a)), the rights of parents regarding education records are transferred to the student at age 18.

- (c) If the rights accorded to parents under Part B of the [IDEA] are transferred to a student who reaches the age of majority, consistent with §300.517, the rights regarding educational records in §§300.562-300.573 must also be transferred to the student. However, the [charter holder] must provide any notice required under section 615 of the [IDEA] to the student and the parents.

☒ **34 CFR Part 99**

[The charter holder assures that it will abide by the Family Education Rights and Privacy Act (FERPA).]

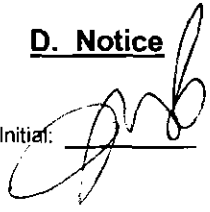
**C. Procedural Safeguards**

Initial: 

☒ **34 CFR §300.504. Procedural safeguards notice.**

- (a) General. A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents, at a minimum—
- (1) Upon initial referral for evaluation;
  - (2) Upon each notification of an IEP meeting;
  - (3) Upon reevaluation of the child; and
  - (4) Upon receipt of a request for due process under §300.507.
- (b) Contents. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available under §§300.403, 300.500-300.529, and 300.560-300.577, and the State complaint procedures available under §§300.660-300.662 relating to—
- (1) Independent educational evaluation;
  - (2) Prior written notice;
  - (3) Parental consent;
  - (4) Access to educational records;
  - (5) Opportunity to present complaints to initiate due process hearings;
  - (6) *The child's placement during pendency of due process proceedings;*
  - (7) Procedures for students who are subject to placement in an interim alternative educational setting;
  - (8) Requirements for unilateral placement by parents of children in private schools at public expense;
  - (9) Mediation;
  - (10) Due process hearings, including requirements for disclosure of evaluation results and recommendations;
  - (11) State-level appeals (if applicable in that State);
  - (12) Civil actions;
  - (13) Attorneys' fees; and
  - (14) The State complaint procedures under §§300.660-300.662, including a description of how to file a complaint and the timelines under those procedures.
- (c) Notice in understandable language. The notice required under paragraph (a) of this section must meet the requirements of §300.503(c).

☒ [The charter holder will use the most current edition of the Notice of Procedural Safeguards, issued by the Texas Education Agency, to meet the requirement under 34 CFR §300.504(b) and (c).]

**D. Notice**Initial: **☒ 19 TAC §89.1015. Time Line for All Notices.**

"Reasonable time" required for the written notice to parents under 34 Code of Federal Regulations (CFR), §300.503, is defined as at least five school days, unless the parents agree otherwise.

**☒ 34 CFR §300.503. Prior notice by the [charter holder]; content of notice.****(a) Notice.**

- (1) Written notice that meets the requirements of paragraph (b) of this section must be given to the parents of a child with a disability a reasonable time before the [charter holder] —
  - (i) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
  - (ii) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.
- (2) If the notice described under paragraph (a)(1) of this section relates to an action proposed by the [charter holder] that also requires parental consent under §300.505, the [charter holder] may give notice at the same time it requests parent consent.

**(b) Content of notice. The notice required under paragraph (a) of this section must include—**

- (1) A description of the action proposed or refused by the [charter holder];
- (2) An explanation of why the [charter holder] proposes or refuses to take the action;
- (3) A description of any other options that the [charter holder] considered and the reasons why those options were rejected;
- (4) A description of each evaluation procedure, test, record, or report the [charter holder] used as a basis for the proposed or refused action;
- (5) A description of any other factors that are relevant to the [charter holder's] proposal or refusal;
- (6) A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
- (7) Sources for parents to contact to obtain assistance in understanding the provisions of this part.

**(c) Notice in understandable language.**

- (1) The notice required under paragraph (a) of this section must be—
  - (i) Written in language understandable to the general public; and
  - (ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
- (2) If the native language or other mode of communication of the parent is not a written language, the [charter holder] shall take steps to ensure—
  - (i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
  - (ii) That the parent understands the content of the notice; and
  - (iii) That there is written evidence that the requirements in paragraphs (c)(2) (i) and (ii) of this section have been met.

**☒ 34 CFR §300.345. Parent participation.**

- (a) [Charter holder] responsibility—general. The [charter holder] shall take steps to ensure that one of both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including—
  - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

- (2) Scheduling the meeting at a mutually agreed on time and place.
- (b) Information provided to parents.
  - (1) The notice required under paragraph (a)(1) of this section must—
    - (i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
    - (ii) *Inform the parents of the provisions in §300.344(a)(6) and (c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child).*
  - (2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also—
    - (i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in §300.347(b)(1); and
    - (ii) Indicate that the [charter holder] will invite the student.
  - (3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice must—
    - (i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in §300.347(b)(2);
    - (ii) Indicate that the [charter holder] will invite the student; and
    - (iii) Identify any other agency that will be invited to send a representative.



**TEC §26.0081. Right to Information Concerning Special Education.**

- (a) The agency [(TEA)] shall produce and provide to school districts [and charter holders] sufficient copies of a comprehensive, easily understood document [*The Guide to the ARD Process*] that explains the process by which an individualized education program is developed for a student in a special education program and the rights and responsibilities of a parent concerning the process. The document must include information a parent needs to effectively participate in an admission, review, and dismissal committee meeting for the parent's child.
- (b) [The charter holder will provide] the document required under this section to the parent as provided by 20 U.S.C. §1415(b):
  - (1) as soon as practicable after a child is referred to determine the child's eligibility for admission into the [charter school's] special education program, but at least five school days before the date of the initial meeting of the admission, review, and dismissal committee; and
  - (2) at any other time on reasonable request of the child's parent.
- (c) The agency [(TEA)] shall produce and provide to school districts [and charter holders] a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education. The explanation must state that a parent is entitled at any time to request an evaluation of the parent's child for special education services under §29.004. Each school year, [beginning with the 2004-2005 school year, the charter holder] shall provide the written explanation to a parent of each [charter school] student by including the explanation in the student handbook or by another means.



**19 TAC §89.1045. Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings.**

- (a) [The charter holder] shall invite the parents and adult student to participate as members of the admission, review, and dismissal (ARD) committee by providing written notice in accordance with 34 Code of Federal Regulations (CFR), §§300.345, 300.503, and 300.505, and Part 300, Appendix A.

**E. Consent**

Initial: \_\_\_\_\_



**34 CFR §300.500. General responsibility of public agencies; definitions.**

- (a) [ ] [Each charter holder] establishes, maintains, and implements procedural safeguards that meet the requirements of §§300.500-300.529.
- (b) Definitions of "consent," [ ] As used in this part —
  - (1) *Consent means that --*

- (i) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
- (ii) The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- (iii) (A) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime.  
(B) If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).



#### **34 CFR §300.505. Parental consent.**

##### **(a) General.**

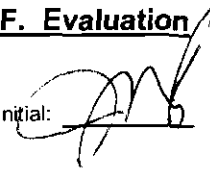
- (1) Subject to paragraphs (a)(3), (b) and (c) of this section, informed parent consent must be obtained before—
  - (i) Conducting an initial evaluation or reevaluation; and
  - (ii) Initial provision of special education and related services to a child with a disability.
- (2) Consent for initial evaluation may not be construed as consent for initial placement described in paragraph (a)(1)(ii) of this section.
- (3) Parental consent is not required before—
  - (i) Reviewing existing data as part of an evaluation or a reevaluation; or
  - (ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.
- (b) Refusal. If the parents of a child with a disability refuse consent for initial evaluation or a reevaluation, the [charter holder] may continue to pursue those evaluations by using the due process procedures under §§300.507-300.509, or the mediation procedures under §300.506 if appropriate, except to the extent inconsistent with State law relating to parental consent.
- (c) Failure to respond to request for reevaluation.
  - (1) Informed parental consent need not be obtained for reevaluation if the [charter holder] can demonstrate that it has taken reasonable measures to obtain that consent, and the child's parent has failed to respond.
  - (2) To meet the reasonable measures requirement in paragraph (c)(1) of this section, the [charter holder] must use procedures consistent with those in §300.345(d).
- (d) Additional State consent requirements. In addition to the parental consent requirements described in paragraph (a) of this section, a State may require parental consent for other services and activities under this part if it ensures that each public agency in the State establishes and implements effective procedures to ensure that a parent's refusal to consent does not result in a failure to provide the child with FAPE.
- (e) Limitation. [The charter holder] may not use a parent's refusal to consent to one service or activity under paragraphs (a) and (d) of this section to deny the parent or child any other service, benefit, or activity of the [charter holder], except as required by this part.



#### **TEC §29.0041. Information and Consent for Certain Psychological Examinations or Tests.**

- (a) On request of a child's parent, before obtaining the parent's consent under 20 U.S.C. §1414 for the administration of any psychological examination or test to the child that is included as part of the evaluation of the child's need for special education, [the charter holder] shall provide to the child's parent:
  - (1) the name and type of the examination or test; and
  - (2) an explanation of how the examination or test will be used to develop an appropriate individualized education program for the child.
- (b) If the [charter holder] determines that an additional examination or test is required for the evaluation of a child's need for special education after obtaining consent from the child's parent under Subsection (a), the [charter holder] shall provide the information described by Subsections (a)(1) and (2) to the child's parent regarding the additional examination or test and shall obtain additional consent for the examination or test.
- (c) The time required for the [charter holder] to provide information and seek consent under Subsection (b) may not be counted toward the 60 calendar days for completion of an evaluation under Section 29.004. If a parent does not give consent under Subsection (b) within 20 calendar days after the date the [charter holder] provided to the parent the information required by that subsection, the parent's consent is considered denied.



**F. Evaluation**Initial: **☒ 19 TAC §89.1011. Referral for Full and Individual Initial Evaluation.**

Referral of students for a full and individual initial evaluation for possible special education services shall be a part of the [charter holder's] overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, [charter holder] personnel must refer the student for a full and individual initial evaluation. This referral for a full and individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

**☒ TEC §29.004. Full Individual and Initial Evaluation.**

- (a) A written report of a full individual and initial evaluation of a student for purposes of special education services shall be completed not later than the 60th calendar day following the date on which the [charter holder], in accordance with 20 U.S.C. §1414(a), as amended, receives written consent for the evaluation, signed by the student's parent or legal guardian.
- (b) The evaluation shall be conducted using procedures that are appropriate for the student's most proficient method of communication.

**☒ TEC §29.0041. Information and Consent for Certain Psychological Examinations or Tests.**

- (a) On request of a child's parent, before obtaining the parent's consent under 20 U.S.C. §1414 for the administration of any psychological examination or test to the child that is included as part of the evaluation of the child's need for special education, [the charter holder] shall provide to the child's parent:
  - (1) the name and type of the examination or test; and
  - (2) an explanation of how the examination or test will be used to develop an appropriate individualized education program for the child.
- (b) If the [charter holder] determines that an additional examination or test is required for the evaluation of a child's need for special education after obtaining consent from the child's parent under Subsection (a), the [charter holder] shall provide the information described by Subsections (a)(1) and (2) to the child's parent regarding the additional examination or test and shall obtain additional consent for the examination or test.
- (c) The time required for the [charter holder] to provide information and seek consent under Subsection (b) may not be counted toward the 60 calendar days for completion of an evaluation under §29.004. If a parent does not give consent under Subsection (b) within 20 calendar days after the date the [charter holder] provided to the parent the information required by that subsection, the parent's consent is considered denied.

**☒ 34 CFR §300.531. Initial evaluation.**

[The charter holder] shall conduct a full and individual initial evaluation, in accordance with §§300.532 and 300.533, before the initial provision of special education and related services to a child with a disability under Part B of the [IDEA].

**☒ 34 CFR §300.532. Evaluation procedures.**

[The charter holder] shall ensure, at a minimum, that the following requirements are met:

- (a) (1) Tests and other evaluation materials used to assess a child under Part B of the [IDEA]—
  - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis; and
  - (ii) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and
- (2) Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
- (b) A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be

involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining—

- (1) Whether the child is a child with a disability under §300.7; and
  - (2) The content of the child's IEP.
- (c) (1) Any standardized tests that are given to a child—
- (i) Have been validated for the specific purpose for which they are used; and
  - (ii) Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
- (2) If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report.
- (d) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (e) Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- (f) No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
- (g) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- (h) In evaluating each child with a disability under §§300.531–300.536, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
- (i) The [charter holder] uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- (j) The [charter holder] uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

#### **34 CFR §300.533. Determination of needed evaluation data.**

- (a) Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any reevaluation under Part B of the [IDEA], a group that includes the individuals described in §300.344, and other qualified professionals, as appropriate, shall—
- (1) Review existing evaluation data on the child, including-
    - (i) Evaluations and information provided by the parents of the child;
    - (ii) Current classroom-based assessments and observations; and
    - (iii) Observations by teachers and related services providers; and
  - (2) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine—
    - (i) Whether the child has a particular category of disability, as described in §300.7, or, in case of a reevaluation of a child, whether the child continues to have such a disability;
    - (ii) The present levels of performance and educational needs of the child;
    - (iii) Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
    - (iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.
- (b) Conduct of review. The group described in paragraph (a) of this section may conduct its review without a meeting.
- (c) Need for additional data. The [charter holder] shall administer tests and other evaluation materials as may be needed to produce the data identified under paragraph (a) of this section.
- (d) Requirements if additional data are not needed.

- (1) If the determination under paragraph (a) of this section is that no additional data are needed to determine whether the child continues to be a child with a disability, the [charter holder] shall notify the child's parents—
  - (i) Of that determination and the reasons for it; and
  - (ii) Of the right of the parents to request an assessment to determine whether, for purposes of services under this part, the child continues to be a child with a disability.
- (2) The [charter holder] is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents.



#### **19 TAC §89.1040. Eligibility Criteria.**

- (a) Special education services. To be eligible to receive special education services, a student must be a "child with a disability," as defined in 34 Code of Federal Regulations (CFR), §300.7(a), subject to the provisions of 34 CFR, §300.7(c), the Texas Education Code (TEC), §29.003, and this section. The provisions in this section specify criteria to be used in determining whether a student's condition meets one or more of the definitions in federal regulations or in state law.
- (b) Eligibility determination. The determination of whether a student is eligible for special education and related services is made by the student's admission, review, and dismissal (ARD) committee. Any evaluation or re-evaluation of a student shall be conducted in accordance with 34 CFR, §§300.530-300.536. The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility must include, but is not limited to, the following:
  - (1) a licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability; or
  - (2) a licensed or certified professional for a specific eligibility category defined in subsection (c) of this section.



#### **34 CFR §300.534. Determination of eligibility.**

- (a) Upon completing the administration of tests and other evaluation materials—
  - (1) A group of qualified professionals and the parent of the child must determine whether the child is a child with a disability, as defined in §300.7; and
  - (2) The [charter holder] must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.
- (b) A child may not be determined to be eligible under this part if—
  - (1) The determinant factor for that eligibility determination is—
    - (i) Lack of instruction in reading or math; or
    - (ii) Limited English proficiency; and
  - (2) The child does not otherwise meet the eligibility criteria under §300.7(a).
- (c) (1) [The charter holder] must evaluate a child with a disability in accordance with §§300.532 and 300.533 before determining that the child is no longer a child with a disability.
- (2) The evaluation described in paragraph (c)(1) of this section is not required before the termination of a student's eligibility under Part B of the [IDEA] due to graduation with a regular high school diploma, or exceeding the age eligibility for FAPE under State law.



#### **34 CFR §300.535. Procedures for determining eligibility and placement.**

- (a) In interpreting evaluation data for the purpose of determining if a child is a child with a disability under §300.7, and the educational needs of the child, [the charter holder] shall—
  - (1) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
  - (2) Ensure that information obtained from all of these sources is documented and carefully considered.
- (b) If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child in accordance with §§300.340-300.350.



#### **34 CFR §300.536. Reevaluation.**

[The charter holder] shall ensure—

- (a) That the IEP of each child with a disability is reviewed in accordance with §§300.340-300.350; and

- (b) That a reevaluation of each child, in accordance with §§300.532-300.535, is conducted if conditions warrant a reevaluation, or if the child's parent or teacher requests a reevaluation, but at least once every three years.



**34 CFR §300.540. Additional team members.**

The determination of whether a child suspected of having a specific learning disability is a child with a disability as defined in §300.7, must be made by the child's parents and a team of qualified professionals which must include—

- (a) (1) The child's regular teacher; or
- (2) If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or
- (3) For a child of less than school age, an individual qualified by the SEA to teach a child of his or her age; and
- (b) At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.



**34 CFR §300.541. Criteria for determining the existence of a specific learning disability.**

- (a) A team may determine that a child has a specific learning disability if—
  - (1) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (a)(2) of this section, if provided with learning experiences appropriate for the child's age and ability levels; and
  - (2) The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
    - (i) Oral expression.
    - (ii) Listening comprehension.
    - (iii) Written expression.
    - (iv) Basic reading skill.
    - (v) Reading comprehension.
    - (vi) Mathematics calculation.
    - (vii) Mathematics reasoning.
- (b) The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of—
  - (1) A visual, hearing, or motor impairment;
  - (2) Mental retardation;
  - (3) Emotional disturbance; or
  - (4) Environmental, cultural or economic disadvantage.



**34 CFR §300.542. Observation.**

- (a) At least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting.
- (b) In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.



**34 CFR §300.543. Written report.**

- (a) For a child suspected of having a specific learning disability, the documentation of the team's determination of eligibility, as required by §300.534(a)(2), must include a statement of—
  - (1) Whether the child has a specific learning disability;
  - (2) The basis for making the determination;
  - (3) The relevant behavior noted during the observation of the child;
  - (4) The relationship of that behavior to the child's academic functioning;
  - (5) The educationally relevant medical findings, if any;

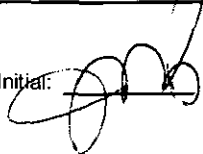
- (6) Whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and
- (7) The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.
- (b) Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

**G. Development and Implementation of the Individualized Education Program (IEP):**

**Transfer Students; Transition; Extended School Year (ESY) Services;**

**Restraint, Seclusion, and Time-Out**

**Parent Placements in Private Schools**

Initial: 

☒ **19 TAC §89.1050(a). [ARD committee]**

- (a) [The charter holder] shall establish an admission, review, and dismissal (ARD) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted pursuant to §89.1011 of this title (relating to Referral for Full and Individual Initial Evaluation). The ARD committee shall be the individualized education program (IEP) team defined in federal law and regulations, including, specifically, 34 Code of Federal Regulations (CFR), §300.344. The [charter holder] shall be responsible for all of the functions for which the IEP team is responsible under federal law and regulations and for which the ARD committee is responsible under state law, including, specifically, the following:
  - (1) 34 CFR, §§300.340-300.349, and Texas Education Code (TEC), §29.005 (Individualized Education Program);
  - (2) 34 CFR, §§300.400-300.402 (relating to placement of eligible students in private schools by a school district [or charter holder]);
  - (3) 34 CFR, §§300.452, 300.455, and 300.456 (relating to the development and implementation of service plans for eligible students in private school who have been designated to receive special education and related services);
  - (4) 34 CFR, §§300.520, 300.522, and 300.523, and TEC, §37.004 (Placement of Students with Disabilities);
  - (5) 34 CFR, §§300.532-300.536 (relating to evaluations, re-evaluations, and determination of eligibility);
  - (6) 34 CFR, §§300.550-300.553 (relating to least restrictive environment);
  - (7) TEC, §28.006 (Reading Diagnosis);
  - (8) TEC, §28.0211 (Satisfactory Performance on Assessment Instruments Required; Accelerated Instruction);
  - (9) TEC, §28.0212 (Personal Graduation Plan);
  - (10) TEC, §28.0213 (Intensive Program of Instruction);
  - (11) TEC, Chapter 29, Subchapter I (Programs for Students Who Are Deaf or Hard of Hearing);
  - (12) TEC, §30.002 (Education of Children with Visual Impairments);
  - (13) TEC, §30.003 (Support of Students Enrolled in the Texas School for the Blind and Visually Impaired or Texas School for the Deaf);
  - (14) TEC, §33.081 (Extracurricular Activities);
  - (15) TEC, Chapter 39, Subchapter B (Assessment of Academic Skills); and
  - (16) TEC, §42.151 (Special Education).

☒ **19 TAC §89.1050(d). [30-day timeline]**

- (d) ARD committee shall make its decisions regarding students referred for a full and individual initial evaluation within 30 calendar days from the date of the completion of the written full and individual initial evaluation report. If the 30th day falls during the summer and school is not in session, the ARD committee shall have until the first day of classes in the fall to finalize decisions concerning the initial eligibility determination, the IEP, and placement, unless the full and

individual initial evaluation indicates that the student will need extended school year (ESY) services during that summer.

☒ **19 TAC §89.1045(b). Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings.**

- (b) A parent may request an ARD committee meeting at any mutually agreeable time to address specific concerns about his or her child's special education services. The [charter holder] must respond to the parent's request either by holding the requested meeting or by requesting assistance through the Texas Education Agency's mediation process. The [charter holder] should inform parents of the functions of the ARD committee and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate.

☒ **34 CFR §300.342. When IEPs must be in effect.**

- (a) General. At the beginning of each school year, [the charter holder] shall have an IEP in effect for each child with a disability within its jurisdiction.
- (b) Implementation of IEPs. [The charter holder] shall ensure that—
- (1) An IEP—
    - (i) Is in effect before special education and related services are provided to an eligible child under this part; and
    - (ii) Is implemented as soon as possible following the meetings described under §300.343;
  - (2) The child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation; and
  - (3) Each teacher and provider described in paragraph (b)(2) of this section is informed of—
    - (i) His or her specific responsibilities related to implementing the child's IEP; and
    - (ii) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

☒ **19 TAC §89.1050(b). [IFSP/IEP]**

- (b) For a child from birth through two years of age with visual and/or auditory impairments, an individualized family services plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with 34 CFR, §§303.340-303.346, and the memorandum of understanding between the Texas Education Agency (TEA) and Texas Interagency Council on Early Childhood Intervention. For students three years of age and older, the [charter holder] must develop an IEP.

☒ **19 TAC §89.1050(f). For a student who is new to a [charter school]:**

- (f) (1) when a student transfers within the state, the ARD committee may, but is not required to, meet when the student enrolls and a copy of the student's IEP is available, the parent(s) indicate in writing that they are satisfied with the current IEP, and the [charter holder] determines that the current IEP is appropriate and can be implemented as written; or
- (2) if the conditions of subsection (f)(1) of this section are not met, then the ARD committee must meet when the student enrolls and the parents verify that the student was receiving special education services in the previous school district or [charter school], or the previous school verifies in writing or by telephone that the student was receiving special education services. At this meeting, the ARD committee must do one of the following:
- (A) the ARD committee may determine that it has appropriate evaluation data and other information to develop and begin implementation of a complete IEP for the student; or
  - (B) the ARD committee may determine that valid evaluation data and other information from the previous school district [or charter school] are insufficient or unavailable to develop a complete IEP. In this event, the ARD committee may authorize the provision of temporary special education services pending receipt of valid evaluation data from the previous school district [or charter school] or the collection of new evaluation data by the current [charter holder]. In this situation, a second ARD committee meeting must be held within 30 school days from the date of the first ARD committee meeting to finalize or develop an IEP based on current information.
- (3) In accordance with TEC, §25.002, the school district [or charter school] in which the student was previously enrolled shall furnish the new school district [or charter holder] with a copy of the student's records, including the child's special education records, not later than the 30th calendar day after the student was enrolled in the new school district [or charter school]. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C., §1232g, does not require the student's current and previous school districts [or charter holders] to obtain parental consent before requesting or sending the student's special education records if the disclosure is conducted in accordance with 34 CFR, §99.31(a)(2) and §99.34.

### **34 CFR §300.121. Free appropriate public education (FAPE).**

- (a) General. [ ] [The charter holder] has in effect a policy that ensures that all children with disabilities aged 3 through 21 enrolled in the [charter school] have the right to FAPE, including children with disabilities who have been suspended or expelled from school.
- (b) Required information. The information described in paragraph (a) of this section must--
  - (2) Show that the policy--
    - (i) (B) Is consistent with the requirements of §§300.300-300.313; and
    - (ii) Applies to all children with disabilities, including children who have been suspended or expelled from school.
- (c) FAPE for children beginning at age 3.
  - (1) [The charter holder] shall ensure that--
    - (i) The obligation to make FAPE available to each eligible child [enrolled in the charter school] begins no later than the child's third birthday; and
    - (ii) An IEP [ ] is in effect for the child by that date, in accordance with §300.342(c).
  - (2) If a child's third birthday occurs during the summer, the child's IEP [ ] team shall determine the date when services under the IEP will begin.
- (d) FAPE for children suspended or expelled from school.
  - (1) The [charter holder] need not provide services during periods of removal under §300.520(a)(1) to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if services are not provided to a child without disabilities who has been similarly removed.
  - (2) In the case of a child with a disability who has been removed from his or her current placement for more than 10 school days in that school year, the [charter holder], for the remainder of the removals, must--
    - (i) Provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP, if the removal is--
      - (A) Under the school personnel's authority to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519(b) (§300.520(a)(1)); or
      - (B) For behavior that is not a manifestation of the child's disability, consistent with §300.524; and
    - (ii) Provide services consistent with §300.522, regarding determination of the appropriate interim alternative educational setting, if the removal is--
      - (A) For drug or weapons offenses under §300.520(a)(2); or
      - (B) Based on a hearing officer determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement, consistent with §300.521.
  - (3) (i) School personnel, in consultation with the child's special education teacher, determine the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed under the authority of school personnel to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519 (§300.520(a)(1)).
  - (ii) The child's IEP team determines the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed because of behavior that has been determined not to be a manifestation of the child's disability, consistent with §300.524.
- (e) Children advancing from grade to grade.
  - (1) The [charter holder] will ensure that FAPE is available to any individual child with a disability [enrolled in the school] who needs special education and related services, even though the child is advancing from grade to grade.
  - (2) The determination that a child [ ] is eligible under this part, must be made on an individual basis by the group responsible within the child's [charter school] for making those determinations [(e.g., the ARD committee)]

### **34 CFR §300.343. IEP meetings.**

- (a) General. [The charter holder] is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability

## (b) Initial IEPs; provision of services.

- (1) [The charter holder] shall ensure that within a reasonable period of time following the [charter holder's] receipt of parent consent to an initial evaluation of a child—
  - (i) The child is evaluated; and
  - (ii) If determined eligible under this part, special education and related services are made available to the child in accordance with an IEP.
- (2) In meeting the requirement in paragraph (b)(1) of this section, a meeting to develop an IEP for the child must be conducted within 30-days of a determination that the child needs special education and related services.

## (c) Review and revision of IEPs. [The charter holder] shall ensure that the IEP team—

- (1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
- (2) Revises the IEP as appropriate to address—
  - (i) Any lack of expected progress toward the annual goals described in §300.347(a), and in the general curriculum, if appropriate;
  - (ii) The results of any reevaluation conducted under §300.536;
  - (iii) Information about the child provided to, or by, the parents, as described in §300.533(a)(1);
  - (iv) The child's anticipated needs; or
  - (v) Other matters.

**34 CFR §300.344. IEP team.**

## (a) General. The [charter holder] shall ensure that the IEP team for each child with a disability includes—

- (1) The parents of the child;
- (2) At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- (3) At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
- (4) A representative of the [charter holder] who—
  - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - (ii) Is knowledgeable about the general curriculum; and
  - (iii) Is knowledgeable about the availability of resources of the [charter holder];
- (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (6) of this section;
- (6) At the discretion of the parent or the [charter holder], other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (7) If appropriate, the child.

## (b) Transition services participants.

- (1) Under paragraph (a)(7) of this section, the [charter holder] shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of—
  - (i) The student's transition services needs under §300.347(b)(1);
  - (ii) The needed transition services for the student under §300.347(b)(2); or
  - (iii) Both.
- (2) If the student does not attend the IEP meeting, the [charter holder] shall take other steps to ensure that the student's preferences and interests are considered.
- (3) (i) In implementing the requirements of §300.347(b)(2), the [charter holder] also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- (ii) If an agency invited to send a representative to a meeting does not do so, the [charter holder] shall take other steps to obtain participation of the other agency in the planning of any transition services.



- (c) Determination of knowledge and special expertise. The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) of this section shall be made by the party (parents or [charter holder]) who invited the individual to be a member of the IEP.
- (d) Designating a public agency representative. [The charter holder] may designate another [charter holder member] of the IEP team to also serve as the agency representative, if the criteria in paragraph (a)(4) of this section are satisfied.



**19 TAC §89.1050(c). [Teacher member requirements]**

- (c) At least one general education teacher of the student (if the student is, or may be, participating in the general education environment) shall participate as a member of the ARD committee. The special education teacher or special education provider that participates in the ARD committee meeting in accordance with 34 CFR, §300.344(a)(3), must be certified in the child's suspected areas of disability. When a specific certification is not required to serve certain disability categories, then the special education teacher or special education provider must be qualified to provide the educational services that the child may need. [The charter holder] should refer to §89.1131 of this title (relating to Qualifications of Special Education, Related Service, and Paraprofessional Personnel) to ensure that appropriate teachers and/or service providers are present and participate at each ARD committee meeting.



**34 CFR §300.345. Parent participation.**

- (a) [Charter holder] responsibility—general. The [charter holder] shall take steps to ensure that one or both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including—
  - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
  - (2) Scheduling the meeting at a mutually agreed on time and place.
- (c) Other methods to ensure parent participation. If neither parent can attend, the [charter holder] shall use other methods to ensure parent participation, including individual or conference telephone calls.
- (d) Conducting an IEP meeting without a parent in attendance. A meeting may be conducted without a parent in attendance if the [charter holder] is unable to convince the parents that they should attend. In this case the [charter holder] must have a record of its attempts to arrange a mutually agreed on time and place, such as—
  - (1) Detailed records of telephone calls made or attempted and the results of those calls;
  - (2) Copies of correspondence sent to the parents and any responses received; and
  - (3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- (e) Use of interpreters or other action, as appropriate. The [charter holder] shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- (f) Parent copy of child's IEP. The [charter holder] shall give the parent a copy of the child's IEP at no cost to the parent.



**34 CFR §300.346. Development, review, and revision of IEP.**

- (a) Development of IEP.
  - (1) General. In developing each child's IEP, the IEP team, shall consider—
    - (i) The strengths of the child and the concerns of the parents for enhancing the education of their child;
    - (ii) The results of the initial or most recent evaluation of the child; and
    - (iii) As appropriate, the results of the child's performance on any general State or district-wide assessment programs.
  - (2) Consideration of special factors. The IEP team also shall—
    - (i) In the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;
    - (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
    - (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
    - (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers

and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

- (v) Consider whether the child requires assistive technology devices and services.
- (b) Review and Revision of IEP. In conducting a meeting to review, and, if appropriate, revise a child's IEP, the IEP team shall consider the factors described in paragraph (a) of this section.
- (c) Statement in IEP. If, in considering the special factors described in paragraphs (a)(1) and (2) of this section, the IEP team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive FAPE, the IEP team must include a statement to that effect in the child's IEP.
- (d) Requirement with respect to regular education teacher. The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of—
  - (1) Appropriate positive behavioral interventions and strategies for the child; and
  - (2) Supplementary aids and services, program modifications or supports for school personnel that will be provided for the child, consistent with §300.347(a)(3).



#### **34 CFR §300.347. Content of IEP.**

- (a) General. The IEP for each child with a disability must include—
  - (1) A statement of the child's present levels of educational performance, including—
    - (i) How the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children); or
    - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
  - (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to—
    - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities; and
    - (ii) Meeting each of the child's other educational needs that result from the child's disability;
  - (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child—
    - (i) To advance appropriately toward attaining the annual goals;
    - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
    - (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;
  - (4) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(3) of this section;
  - (5)
    - (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
    - (ii) If the IEP team determines that the child will not participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a statement of—
      - (A) Why that assessment is not appropriate for the child; and
      - (B) How the child will be assessed;
  - (6) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
  - (7) A statement of—
    - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
    - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of—

- (A) Their child's progress toward the annual goals; and
  - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
- (b) Transition services. The IEP must include—
- (1) For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program); and
  - (2) For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.
- (c) Transfer of rights. In a State that transfers rights at the age majority, beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the [IDEA], if any, that will transfer to the student on reaching the age of majority, consistent with §300.517.



#### **19 TAC §89.1055. Content of the Individualized Education Program (IEP).**

- (a) The individualized education program (IEP) developed by the admission, review, and dismissal (ARD) committee for each student with a disability shall comply with the requirements of 34 Code of Federal Regulations (CFR), §300.346 and §300.347, and Part 300, Appendix A.
- (b) The IEP must include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance with Texas Education Code (TEC), §39.023(a)-(c), or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment. If the ARD committee determines that the student will not participate in a particular state- or district-wide assessment of student achievement (or part of an assessment), the IEP must include a statement of:
  - (1) why that assessment is not appropriate for the child; and
  - (2) how the child will be assessed using a locally developed alternate assessment.
- (c) If the ARD committee determines that the student is in need of extended school year (ESY) services, as described in §89.1065 of this title (relating to Extended School Year Services (ESY Services)), then the IEP must also include goals and objectives for ESY services from the student's current IEP.
- (d) For students with visual impairments, from birth through 21 years of age, the IEP or individualized family services plan (IFSP) shall also meet the requirements of TEC, §30.002(e).
- (e) For students with autism/pervasive developmental disorders, information about the following shall be considered and, when needed, addressed in the IEP:
  - (1) extended educational programming;
  - (2) daily schedules reflecting minimal unstructured time;
  - (3) in-home training or viable alternatives;
  - (4) prioritized behavioral objectives;
  - (5) prevocational and vocational needs of students 12 years of age or older;
  - (6) parent training; and
  - (7) suitable staff-to-students ratio.
- (f) If the ARD committee determines that services are not needed in one or more of the areas specified in subsection (e)(1)-(7) of this section, the IEP must include a statement to that effect and the basis upon which the determination was made.
- (g) In accordance with 34 CFR §300.29, §300.344, and §300.347, for each student with a disability, beginning at age 14 (prior to the date on which a student turns 14 years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:
  - (1) appropriate student involvement in the student's transition to life outside the public school system; (2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transitions;
  - (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district [or charter holder] in which the student is enrolled;

- (4) any postsecondary education options;
- (5) a functional vocational evaluation;
- (6) employment goals and objectives;
- (7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;
- (8) independent living goals and objectives; and
- (9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

☒ **19 TAC §89.1050(e). [The report]**

- (e) The written report of the ARD committee shall document the decisions of the committee with respect to issues discussed at the meeting. The report shall include the date, names, positions, and signatures of the members participating in each meeting in accordance with 34 CFR, §§300.344, 300.345, 300.348, and 300.349. The report shall also indicate each member's agreement or disagreement with the committee's decisions. In the event TEC, §29.005(d)(1), applies, the [charter holder] shall provide a written or audiotaped copy of the student's IEP, as defined in 34 CFR, §300.346 and §300.347. In the event TEC, §29.005(d)(2), applies, the [charter holder] shall make a good faith effort to provide a written or audiotaped copy of the student's IEP, as defined in 34 CFR, §300.346 and §300.347.

☒ **34 CFR §300.348. Agency responsibilities for transition services.**

- (a) If a participating agency, other than the [charter holder], fails to provide the transition services described in the IEP in accordance with §300.347(b)(1), the [charter holder] shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

☒ **34 CFR §300.350. IEP accountability.**

- (a) Provision of services. Subject to paragraph (b) of this section, [the charter holder] must—
  - (1) Provide special education and related services to a child with a disability in accordance with the child's IEP; and
  - (2) Make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

☒ **34 CFR §300.309. Extended school year services.**

- (a) General.
  - (1) [The charter holder] shall ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.
  - (2) Extended school year services must be provided only if a child's IEP team determines, on an individual basis, in accordance with §§300.340-300.350, that the services are necessary for the provision of FAPE to the child.
  - (3) In implementing the requirements of this section, [the charter holder] may not—
    - (i) Limit extended school year services to particular categories of disability; or
    - (ii) Unilaterally limit the type, amount, or duration of those services.
- (b) Definition. As used in this section, the term extended school year services means special education and related services that—
  - (1) Are provided to a child with a disability—
    - (i) Beyond the normal school year of the [charter school];
    - (ii) In accordance with the child's IEP; and
    - (iii) At no cost to the parents of the child; and
  - (2) Meet the standards of the [TEA].

☒ **19 TAC §89.1065. Extended School Year Services (ESY Services).**

Extended school year (ESY) services are defined as individualized instructional programs beyond the regular school year for eligible students with disabilities.

- (1) The need for ESY services must be determined on an individual student basis by the admission, review, and dismissal (ARD) committee in accordance with 34 Code of Federal Regulations (CFR), §300.309, and the provisions of this section. In determining the need for and in providing ESY services, [the charter holder] may not:
  - (A) limit ESY services to particular categories of disability; or

- (B) unilaterally limit the type, amount, or duration of ESY services.
- (2) The need for ESY services must be documented from formal and/or informal evaluations provided by the [charter holder] or the parents. The documentation shall demonstrate that in one or more critical areas addressed in the current individualized education program (IEP) objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time. Severe or substantial regression means that the student has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services.
  - (3) The reasonable period of time for recoupment of acquired critical skills shall be determined on the basis of needs identified in each student's IEP. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment shall not exceed eight weeks.
  - (4) A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next regular school year:
    - (A) placement in a more restrictive instructional arrangement;
    - (B) significant loss of acquired skills necessary for the student to appropriately progress in the general curriculum;
    - (C) significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services;
    - (D) loss of access to community-based independent living skills instruction or an independent living environment provided by noneducational sources as a result of regression in skills; or
    - (E) loss of access to on-the-job training or productive employment as a result of regression in skills.
  - (5) If the [charter holder] does not propose ESY services for discussion at the annual review of a student's IEP, the parent may request that the ARD committee discuss ESY services pursuant to 34 CFR, §300.344.
  - (6) If a student for whom ESY services were considered and rejected loses critical skills because of the decision not to provide ESY services, and if those skills are not regained after the reasonable period of time for recoupment, the ARD committee shall reconsider the current IEP if the student's loss of critical skills interferes with the implementation of the student's IEP.
  - (7) For students enrolling in a district [or charter school] during the school year, information obtained from the prior school district [or charter holder] as well as information collected during the current year may be used to determine the need for ESY services.
  - (8) The provision of ESY services is limited to the educational needs of the student and shall not supplant or limit the responsibility of other public agencies to continue to provide care and treatment services pursuant to policy or practice, even when those services are similar to, or the same as, the services addressed in the student's IEP. No student shall be denied ESY services because the student receives care and treatment services under the auspices of other agencies.
  - (9) [The charter holder is] not eligible for reimbursement for ESY services provided to students for reasons other than those set forth in this section.

#### **19 TAC §89.1050(g). [Discipline]**

- (g) All disciplinary actions regarding students with disabilities shall be determined in accordance with 34 CFR, §§300.121 and 300.519-300.529 (relating to disciplinary actions and procedures), the TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management), and §89.1053 of this title (relating to Procedures for Use of Restraint and Time-Out).

#### **19 TAC §89.1050(h). [Disagreements]**

- (h) All members of the ARD committee shall have the opportunity to participate in a collaborative manner in developing the IEP. A decision of the committee concerning required elements of the IEP shall be made by mutual agreement of the required members if possible. The committee may agree to an annual IEP or an IEP of shorter duration.
  - (1) When mutual agreement about all required elements of the IEP is not achieved, the party (the parents or adult student) who disagrees shall be offered a single opportunity to have the committee recess for a period of time not to exceed ten school days. This recess is not required when the student's presence on the campus presents a danger of physical harm to the student or others or when the student has committed an expellable offense or an offense which may lead to a placement in an alternative education program (AEP). The requirements of this subsection (h) do not prohibit the members of the ARD committee from recessing an ARD committee meeting for reasons other than the failure of the parents and the [charter holder] from reaching mutual agreement about all required elements of an IEP.

- (2) During the recess the committee members shall consider alternatives, gather additional data, prepare further documentation, and/or obtain additional resource persons which may assist in enabling the ARD committee to reach mutual agreement.
- (3) The date, time, and place for continuing the ARD committee meeting shall be determined by mutual agreement prior to the recess.
- (4) If a ten-day recess is implemented as provided in paragraph (1) of this subsection and the ARD committee still cannot reach mutual agreement, the [charter holder] shall implement the IEP which it has determined to be appropriate for the student.
- (5) When mutual agreement is not reached, a written statement of the basis for the disagreement shall be included in the IEP. The members who disagree shall be offered the opportunity to write their own statements.
- (6) When the [charter holder] implements an IEP with which the parents disagree or the adult student disagrees, the [charter holder] shall provide prior written notice to the parents or adult student as required in 34 CFR, §300.503.
- (7) Parents shall have the right to file a complaint, request mediation, or request a due process hearing at any point when they disagree with decisions of the ARD committee.



**TEC §37.0021. Use of Confinement, Restraint, Seclusion, and Time-Out.**

- (a) It is the policy of this state to treat with dignity and respect all students, including students with disabilities who receive special education services under Subchapter A, Chapter 29. A student with a disability who receives special education services under Subchapter A, Chapter 29, may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.
- (b) In this section:
  - (1) "Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.
  - (2) "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:
    - (A) is designed solely to seclude a person; and
    - (B) contains less than 50 square feet of space.
  - (3) "Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
    - (A) that is not locked; and
    - (B) from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.
- (c) [The charter holder] employee or volunteer or an independent contractor of [the charter holder] may not place a student in seclusion. This subsection does not apply to the use of seclusion in a court-ordered placement, other than a placement in an educational program of [the charter holder], or in a placement or facility to which the following law, rules, or regulations apply:
  - (1) the Children's Health Act of 2000, Pub. L. No. 106-310, any subsequent amendments to that Act, any regulations adopted under that Act, or any subsequent amendments to those regulations;
  - (2) 40 T.A.C. §§720.1001-720.1013; or
  - (3) 25 T.A.C. §412.308(e).
- (d) The commissioner [of TEA] by rule shall adopt procedures for the use of restraint and time-out by [the charter holder] employee or volunteer or an independent contractor of [the charter holder] in the case of a student with a disability receiving special education services under Subchapter A, Chapter 29. A procedure adopted under this subsection must:
  - (1) be consistent with:
    - (A) professionally accepted practices and standards of student discipline and techniques for behavior management; and
    - (B) relevant health and safety standards; and
  - (2) identify any discipline management practice or behavior management technique that requires [the charter holder] employee or volunteer or an independent contractor of [the charter holder] to be trained before using that practice or technique.

- (e) In the case of a conflict between a rule adopted under Subsection (d) and a rule adopted under Subchapter A, Chapter 29, the rule adopted under Subsection (d) controls.
- (f) For purposes of this subsection, "weapon" includes any weapon described under §37.007(a)(1). This section does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:
  - (1) the student possesses a weapon; and
  - (2) the confinement is necessary to prevent the student from causing bodily harm to the student or another person.
- (g) This section and any rules or procedures adopted under this section do not apply to:
  - (1) a peace officer while performing law enforcement duties;
  - (2) juvenile probation, detention, or corrections personnel; or
  - (3) an educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of [the charter holder].



**19 TAC §89.1053. Procedures for Use of Restraint and Time-Out.**

- (a) Requirement to implement. In addition to the requirements of 34 Code of Federal Regulations (CFR), §300.346(a)(2)(i) and (c), school districts and charter schools must implement the provisions of this section regarding the use of restraint and time-out. In accordance with the provisions of Texas Education Code (TEC), §37.0021 (Use of Confinement, Restraint, Seclusion, and Time-Out), it is the policy of the state to treat with dignity and respect all students, including students with disabilities who receive special education services under TEC, Chapter 29, Subchapter A.
- (b) Definitions.
  - (1) Emergency means a situation in which a student's behavior poses a threat of:
    - (A) imminent, serious physical harm to the student or others; or
    - (B) imminent, serious property destruction.
  - (2) Restraint means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student's body.
  - (3) Time-out means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
    - (A) that is not locked; and
    - (B) from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.
- (c) Use of restraint. A school employee, volunteer, or independent contractor may use restraint only in an emergency as defined in subsection (b) of this section and with the following limitations.
  - (1) Restraint shall be limited to the use of such reasonable forces as is necessary to address the emergency.
  - (2) Restraint shall be discontinued at the point at which the emergency no longer exists.
  - (3) Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
  - (4) Restraint shall not deprive the student of basic human necessities.
- (d) Training on use of restraint. Training for school employees, volunteers, or independent contractors shall be provided according to the following requirements.
  - (1) Not later than April 1, 2003, a core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint.
  - (2) After April 1, 2003, personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint.
  - (3) Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint.
  - (4) All trained personnel shall receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint.
- (e) Documentation and notification on use of restraint. In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the following documentation requirements.

- (1) On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint.
- (2) On the day restraint is utilized, a good faith effort shall be made to verbally notify the parent(s) regarding the use of restraint.
- (3) Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint.
- (4) Written documentation regarding the use of restraint must be placed in the student's special education eligibility folder in a timely manner so the information is available to the ARD committee when it considers the impact of the student's behavior on the student's learning and/or the creation or revision of a behavioral intervention plan (BIP).
- (5) Written notification to the parent(s) and documentation to the student's special education eligibility folder shall include the following:
  - (A) name of the student;
  - (B) name of the staff member(s) administering the restraint;
  - (C) date of the restraint and the time the restraint began and ended;
  - (D) location of the restraint;
  - (E) nature of the restraint;
  - (F) a description of the activity in which the student was engaged immediately preceding the use of restraint;
  - (G) the behavior that prompted the restraint;
  - (H) the efforts made to de-escalate the situation and alternatives to restraint that were attempted; and
  - (I) information documenting parent contact and notification.
- (f) Clarification regarding restraint. The provisions adopted under this section do not apply to the use of physical force or a mechanical device which does not significantly restrict the free movement of all or a portion of the student's body. Restraint that involves significant restriction as referenced in subsection (b)(2) of this section does not include:
  - (1) physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;
  - (2) limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, redirect attention, provide guidance to a location, or provide comfort;
  - (3) limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors, with the expectation that instruction will be reflected in the individualized education program (IEP) as required by 34 CFR §300.346(a)(2)(i) and (c) to promote student learning and reduce and/or prevent the need for ongoing intervention; or
  - (4) seat belts and other safety equipment used to secure students during transportation.
- (g) Use of time-out. A school employee, volunteer, or independent contractor may use time-out in accordance with subsection (b)(3) of this section with the following limitations.
  - (1) Physical force or threat of physical force shall not be used to place a student in time-out.
  - (2) Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease a targeted behavior.
  - (3) Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.
- (h) Training on use of time-out. Training for school employees, volunteers, or independent contractors shall be provided according to the following requirements.
  - (1) Not later than April 1, 2003, general or special education personnel who implement time-out based on requirements established in a student's IEP and/or BIP must be trained in the use of time-out.
  - (2) After April 1, 2003, newly-identified personnel called upon to implement time-out based on requirements established in a student's IEP and/or BIP must receive training in the use of time-out within 30 school days of being assigned the responsibility for implementing time-out.
  - (3) Training on the use of time-out must be provided as part of a program which addresses a full continuum of positive behavioral intervention strategies, and must address the impact of time-out on the ability of the student to be



involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

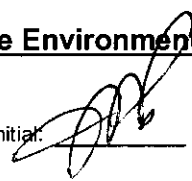
- (4) All trained personnel shall receive instruction in current professionally accepted practices and standards regarding behavior management and the use of time-out.
- (i) Documentation on use of time-out. Necessary documentation or data collection regarding the use of timeout, if any, must be addressed in the IEP or BIP. The admission, review, and dismissal (ARD) committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.
- (j) Student safety. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.
- (k) Data reporting. Beginning with the 2003-2004 school year, with the exception of actions covered by subsection (f) of this section, data regarding the use of restraint must be electronically reported to the Texas Education Agency in accordance with reporting standards specified by the Agency.
- (l) The provisions adopted under this section do not apply to:
  - (1) a peace officer while performing law enforcement duties;
  - (2) juvenile probation, detention, or corrections personnel; or
  - (3) an educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district [or charter holder].



**19 TAC §89.1096. Provision of Services for Students Placed by Their Parents in Private Schools or Facilities.**

- (a) Except as specifically provided in this section, in accordance with 34 Code of Federal Regulations (CFR), §300.454, no eligible student who has been placed by his or her parent(s) in a private school or facility has an individual right to receive some or all of the special education and related services that the student would receive if he or she were enrolled in a public school district [or charter school]. Except as specifically set forth in this section, a school district's [or charter holder's] obligations with respect to students placed by their parents in private schools are governed by 34 CFR, §§300.450-300.462.
- (b) When a student with a disability who has been placed by his or her parents directly in a private school or facility is referred to the local school district [or charter holder], the local district [or charter holder] shall convene an admission, review, and dismissal (ARD) committee meeting to determine whether the district [or charter holder] can offer the student a free appropriate public education (FAPE). If the district [or charter holder] determines that it can offer a FAPE to the student, the district [or charter holder] is not responsible for providing educational services to the student, except as provided in 34 CFR, §§300.450-300.462 or subsection (d) of this section, until such time as the parents choose to enroll the student in public school full-time.
- (c) Parents of an eligible student ages 3 or 4 shall have the right to "dual enroll" their student in both the public school [e.g., charter school] and the private school beginning on the student's third birthday and continuing until the end of the school year in which the student turns five or until the student is eligible to attend a district's [or charter holder's] public school kindergarten program, whichever comes first, subject to the following.
  - (1) The student's ARD committee shall develop an individualized education program (IEP) designed to provide the student with a FAPE in the least restrictive environment appropriate for the student.
  - (2) From the IEP, the parent and the district [or charter holder] shall determine which special education and/or related services will be provided to the student and the location where those services will be provided, based on the requirements concerning placement in the least restrictive environment set forth in 34 CFR, §§300.550-300.553, and the policies and procedures of the district [or charter holder].
  - (3) For students served under the provisions of this subsection, the school district [or charter holder] shall be responsible for the employment and supervision of the personnel providing the service, providing the needed instructional materials, and maintaining pupil accounting records. Materials and services provided shall be consistent with those provided for students enrolled only in the public school [e.g., charter school] and shall remain the property of the school district [or charter holder].
- (d) The school district [or charter holder] shall provide special transportation with federal funds only when the ARD committee determines that the condition of the student warrants the service in order for the student to receive the special education and related services (if any) set forth in the IEP.
- (e) Complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the district [or charter holder] under subsection (c) [(d)] of this section may be filed with the Texas Education Agency under the procedures in 34 CFR, §§300.660-300.662. The procedures in 34 CFR, §§300.504-300.515 (relating to due process hearings) do not apply to complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the district under subsection (c) [(d)]

## H. Least Restrictive Environment (LRE) Placement

Initial: 

### ☒ 34 CFR §300.550. General LRE requirements.

- (b) [The charter holder] shall ensure—
- (1) That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
  - (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

### ☒ 34 CFR §300.551. Continuum of alternative placements.

- (a) [The charter holder] shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- (b) The continuum required in paragraph (a) of this section must—
- (1) Include the alternative placements listed in the definition of special education under §300.26 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
  - (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

### ☒ 19 TAC §89.63. Instructional Arrangements and Settings.

- (a) [The charter holder] shall be able to provide services with special education personnel to students with disabilities in order to meet the special needs of those students in accordance with 34 Code of Federal Regulations, §§300.550-300.554.
- (b) Subject to §89.1075(e) of this title (relating to General Program Requirements and Local District Procedures) for the purpose of determining the student's instructional arrangement/setting, the regular school day is defined as the period of time determined appropriate by the admission, review, and dismissal (ARD) committee.
- (c) Instructional arrangements/settings shall be based on the individual needs and individualized education programs (IEPs) of eligible students receiving special education services and shall include the following.
- (1) **Mainstream.** This instructional arrangement/setting is for providing special education and related services to a student in the regular classroom in accordance with the student's IEP. Qualified special education personnel must be involved in the implementation of the student's IEP through the provision of direct, indirect and/or support services to the student, and/or the student's regular classroom teacher(s) necessary to enrich the regular classroom and enable student success. The student's IEP must specify the services that will be provided by qualified special education personnel to enable the student to appropriately progress in the general education curriculum and/or appropriately advance in achieving the goals set out in the student's IEP. Examples of services provided in this instructional arrangement include, but are not limited to, direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications/accommodations, special materials/equipment, consultation with the student and his/her regular classroom teacher(s) regarding the student's progress in regular education classes, staff development, and reduction of ratio of students to instructional staff.
  - (2) **Homebound.** This instructional arrangement/setting is for providing special education and related services to students who are served at home or hospital bedside.
    - (A) Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States. Homebound or hospital bedside instruction may, as provided by local [charter holder] policy, also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the United States. The student's ARD committee shall determine the amount of services to be provided to the student in this instructional arrangement/setting in accordance with federal and state laws, rules, and regulations, including the provisions specified in subsection (b) of this section.

- (B) Home instruction may also be used for services to infants and toddlers (birth through age 2) and young children (ages 3-5) when determined appropriate by the child's individualized family services plan (IFSP) committee or ARD committee. This arrangement/setting also applies to school districts [or charter holders] described in Texas Education Code, §29.014.
- (3) Hospital class. This instructional arrangement/setting is for providing special education instruction in a classroom, in a hospital facility, or a residential care and treatment facility not operated by the [charter holder]. If the students residing in the facility are provided special education services outside the facility, they are considered to be served in the instructional arrangement in which they are placed and are not to be considered as in a hospital class. . [See the TEA Letter to the Administrator Addressed, dated February 14, 2001.]
- (4) Speech therapy. This instructional arrangement/setting is for providing speech therapy services whether in a regular education classroom or in a setting other than a regular education classroom. When the only special education or related service provided to a student is speech therapy, then this instructional arrangement may not be combined with any other instructional arrangement.
- (5) Resource room/services. This instructional arrangement/setting is for providing special education and related services to a student in a setting other than regular education for less than 50% of the regular school day.
- (6) Self-contained (mild, moderate, or severe) regular campus. This instructional arrangement/setting is for providing special education and related services to a student who is in a self-contained program for 50% or more of the regular school day on a regular school campus.
- (7) Off home campus. This instructional arrangement/setting is for providing special education and related services to the following, [ ]:
- (A) a student who is one of a group of students from more than one school district [or charter school] served in a single location when a free appropriate public education is not available in the respective sending district [or charter school];
  - (B) a student whose instruction is provided by [the charter holder] personnel in a facility (other than a nonpublic day school) not operated by the charter holder; or
  - (C) a student in a self-contained program at a separate campus operated by the [charter holder] that provides only special education and related services.
- (8) Nonpublic day school. This instructional arrangement/setting is for providing special education and related services to students through a contractual agreement with a nonpublic school for special education.
- (9) Vocational adjustment class/program. This instructional arrangement/setting is for providing special education and related services to a student who is placed on a job with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP. This instructional arrangement/setting shall be used in conjunction with the student's individual transition plan and only after the [charter holder's] career and technology classes have been considered and determined inappropriate for the student.
- (10) Residential care and treatment facility (not school resident). This instructional arrangement/setting is for providing special education instruction and related services to students who reside in care and treatment facilities and whose parents do not reside within the boundaries of the school providing educational services to the students. In order to be considered in this arrangement, the services must be provided on a school campus. If the instruction is provided at the facility, rather than on a school campus, the instructional arrangement is considered to be the hospital class arrangement/setting rather than this instructional arrangement. Students with disabilities who reside in these facilities may be included in the average daily attendance of the school in the same way as all other students receiving special education. [See the TEA Letter to the Administrator Addressed, dated February 14, 2001.]
- (11) State school for persons with mental retardation. This instructional arrangement/setting is for providing special education and related services to a student who resides at a state school when the services are provided at the state school location. If services are provided on a local school campus, the student is considered to be served in the residential care and treatment facility arrangement/setting. [See the TEA Letter to the Administrator Addressed, dated February 14, 2001.]

#### 34 CFR §300.552. Placements.

(See Appendix A to CFR Part 300; Q. 19, Q. 37)

In determining the educational placement of a child with a disability, including a preschool child with a disability, [the charter holder] shall ensure that—

(a) The placement decision—

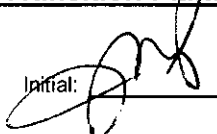
- (1) Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and

- (2) Is made in conformity with the LRE provisions of this subpart, including §§300.550-300.554;
- (b) The child's placement—
  - (1) Is determined at least annually;
  - (2) Is based on the child's IEP; and
  - (3) Is as close as possible to the child's home;
- (c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;
- (d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and
- (e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

☒ **34 CFR §300.553. Nonacademic settings.**

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in §300.306, [the charter holder] shall ensure that each child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriate to the needs of that child.

### I. Transition Planning

Initial: 

☒ **34 CFR §300.29. Transition services.**

- (a) As used in this part, transition services means a coordinated set of activities for a student with a disability that—
  - (1) Is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
  - (2) Is based on the individual student's needs, taking into account the student's preferences and interests; and
  - (3) Includes—
    - (i) Instruction;
    - (ii) Related services;
    - (iii) Community experiences;
    - (iv) The development of employment and other post-school adult living objectives; and
    - (v) If appropriate, acquisition of daily living skills and functional vocational evaluation.
- (b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

☒ **34 CFR §300.345. Parent participation.**

- (a) [Charter holder] responsibility—general. The [charter holder] shall take steps to ensure that one of both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate including—
  - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
  - (2) Scheduling the meeting at a mutually agreed on time and place.
- (b) Information provided to parents.
  - (1) The notice required under paragraph (a)(1) of this section must—
    - (i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and

- (ii) Inform the parents of the provisions in §300.344(a)(6) and (c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child).
- (2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also—
  - (i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in §300.347(b)(1); and
  - (ii) Indicate that the [charter holder] will invite the student.
- (3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice must—
  - (i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in §300.347(b)(2);
  - (ii) Indicate that the [charter holder] will invite the student; and
  - (iii) Identify any other agency that will be invited to send a representative.

☒ **34 CFR §300.344. IEP team.**

(b) Transition services participants.

- (1) Under paragraph (a)(7) of this section, the [charter holder] shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of—
  - (i) The student's transition services needs under §300.347(b)(1);
  - (ii) The needed transition services for the student under §300.347(b)(2); or
  - (iii) Both.
- (2) If the student does not attend the IEP meeting, the [charter holder] shall take other steps to ensure that the student's preferences and interests are considered.
- (3) (i) In implementing the requirements of §300.347(b)(2), the [charter holder] also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- (ii) If an agency invited to send a representative to a meeting does not do so, the [charter holder] shall take other steps to obtain participation of the other agency in the planning of any transition services.

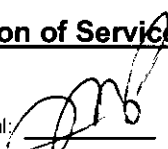
☒ **34 CFR §300.348. Agency responsibilities for transition services.**

- (a) If a participating agency, other than the [charter holder], fails to provide the transition services described in the IEP in accordance with §300.347(b)(1), the [charter holder] shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

☒ **19 TAC §89.1055 (g). Content of the Individualized Education Program (IEP)**

- (g) In accordance with 34 CFR §300.29 , §300.344, and §300.347, for each student with a disability, beginning at age 14 (prior to the date on which a student turns 14 [15] years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:
  - (1) appropriate student involvement in the student's transition to life outside the public school system;
  - (2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transition;
  - (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district [or the charter holder] in which the student is enrolled;
  - (4) any postsecondary education options;
  - (5) a functional vocational evaluation;
  - (6) employment goals and objectives;
  - (7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;
  - (8) independent living goals and objectives; and
  - (9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

## **J. Certified Personnel for the Provision of Services to Children with Special Needs**

Initial: 

### **19 TAC §89.1131. Qualifications of Special Education, Related Service, and Paraprofessional Personnel.**

- (a) All special education and related service personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 Code of Federal Regulations (CFR), §300.23 and §300.136; the Texas Education Code (TEC), §§21.002, 21.003, and 29.304; or appropriate state agency credentials.
- (b) A teacher who holds a special education certificate or an endorsement may be assigned to any level of a basic special education instructional program serving eligible students 3-21 years of age, as defined in §89.1035(a) of this title (relating to Age Ranges for Student Eligibility), in accordance with the limitation of their certification, except for the following.
  - (1) Persons assigned to provide speech therapy instructional services must hold a valid Texas Education Agency (TEA) certificate in speech and hearing therapy or speech and language therapy, or a valid state license as a speech/language pathologist.
  - (2) Teachers holding only a special education endorsement for early childhood education for children with disabilities shall be assigned only to programs serving infants through Grade 6.
  - (3) Teachers assigned full-time to teaching students who are orthopedically impaired or other health impaired with the teaching station in the home or a hospital shall not be required to hold a special education certificate or endorsement as long as the personnel file contains an official transcript indicating that the teacher has completed a three-semester-hour survey course in the education of students with disabilities and three semester hours directly related to teaching students with physical impairments or other health impairments.
  - (4) Teachers certified in the education of students with visual impairments must be available to students with visual impairments, including deaf-blindness, through one of the [charter holders] instructional options, a shared services arrangement with other school districts [or charter holders], or an education service center (ESC). A teacher who is certified in the education of students with visual impairments must attend each admission, review, and dismissal (ARD) committee meeting or individualized family service plan (IFSP) meeting of a student with a visual impairment, including deaf-blindness.
  - (5) Teachers certified in the education of students with auditory impairments must be available to students with auditory impairments, including deaf-blindness, through one of the [charter holder's] instructional options, a regional day school program for the deaf, a shared services arrangement with other school districts [or charter holders], or an ESC. A teacher who is certified in the education of students with auditory impairments must attend each ARD committee meeting or IFSP meeting of a student with an auditory impairment, including deaf-blindness.
  - (6) The following provisions apply to physical education.
    - (A) When the ARD committee has made the determination and the arrangements are specified in the student's individualized education program (IEP), physical education may be provided by the following personnel:
      - (i) special education instructional or related service personnel who have the necessary skills and knowledge;
      - (ii) physical education teachers;
      - (iii) occupational therapists;
      - (iv) physical therapists; or
      - (v) occupational therapy assistants or physical therapy assistants working under supervision in accordance with the standards of their profession.
    - (B) When these services are provided by special education personnel, the [charter holder] must document that they have the necessary skills and knowledge. Documentation may include, but need not be limited to, inservice records, evidence of attendance at seminars or workshops, or transcripts of college courses.
  - (7) Teachers assigned full-time or part-time to instruction of students from birth through age two with visual impairments, including deaf-blindness, shall be certified in the education of students with visual impairments. Teachers assigned full-time or part-time to instruction of students from birth through age two who are deaf, including deaf-blindness, shall be certified in education for students who are deaf and severely hard of hearing. Other certifications for serving these students shall require prior approval from TEA.
  - (8) Teachers with secondary certification with the generic delivery system may be assigned to teach Grades 6-12 only.

- (c) Paraprofessional personnel must be certified and may be assigned to work with eligible students, general and special education teachers, and related service personnel. Aides may also be assigned to assist students with special education transportation, serve as a job coach, or serve in support of community-based instruction. Aides paid from state administrative funds may be assigned to the Special Education Resource System (SERS), the Special Education Management System (SEMS), or other special education clerical or administrative duties.
- (d) Interpreting services for students who are deaf shall be provided by an interpreter who is certified in the appropriate language mode(s), if certification in such mode(s) is available. If certification is available, the interpreter must be certified by the Registry of Interpreters for the Deaf or the Texas Commission for the Deaf and Hard of Hearing, unless the interpreter has been granted an emergency permit by the commissioner of education to provide interpreting services for students who are deaf. The commissioner shall consider applications for the issuance of an emergency permit to provide interpreting services for students who are deaf on a case-by-case basis in accordance with requirements set forth in 34 CFR, §300.136, and standards and procedures established by the TEA. In no event will an emergency permit allow an uncertified interpreter to provide interpreting services for more than a total of three school years to students who are deaf.
- (e) Orientation and mobility instruction must be provided by a certified orientation and mobility specialist (COMS) who is certified by the Academy for Certification of Vision Rehabilitation and Education Professionals.



#### **34 CFR §300.26. Special education.**

##### **(a) General.**

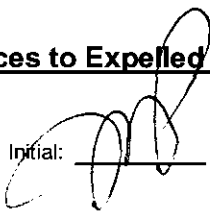
- (1) As used in this part, the term special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—
  - (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
  - (ii) Instruction in physical education.
- (2) The term includes each of the following, if it meets the requirements of paragraph (a)(1) of this section:
  - (i) Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards;
  - (ii) Travel training; and
  - (iii) Vocational education.

##### **(b) Individual terms defined. The terms in this definition are defined as follows:**

- (1) At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
- (2) Physical education—
  - (i) Means the development of—
    - (A) Physical and motor fitness;
    - (B) Fundamental motor skills and patterns; and
    - (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
  - (ii) Includes special physical education, adapted physical education, movement education, and motor development.
- (3) Specially-designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
  - (i) To address the unique needs of the child that result from the child's disability; and
  - (ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the [charter holder] that apply to all children.
- (4) Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to—
  - (i) Develop an awareness of the environment in which they live; and
  - (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

- (5) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

### **K. Services to Expelled Students**

Initial: 

#### ☒ **34 CFR §300.121(d). Free appropriate public education (FAPE).**

- (d) FAPE for children suspended or expelled from school.
- (1) [The charter holder] need not provide services during periods of removal under §300.520(a)(1) to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if services are not provided to a child without disabilities who has been similarly removed.
  - (2) In the case of a child with a disability who has been removed from his or her current placement for more than 10 school days in that school year, the [charter holder], for the remainder of the removals, must—
    - (i) Provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP, if the removal is—
      - (A) Under the school personnel's authority to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519(b) (§300.520(a)(1)); or
      - (B) For behavior that is not a manifestation of the child's disability, consistent with §300.524; and
    - (ii) Provide services consistent with §300.522, regarding determination of the appropriate interim alternative educational setting, if the removal is—
      - (A) For drug or weapons offenses under §300.520(a)(2); or
      - (B) Based on a hearing officer determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement, consistent with §300.521.
  - (3)
    - (i) School personnel, in consultation with the child's special education teacher, determine the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed under the authority of school personnel to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519 (§300.520(a)(1)).
    - (ii) The child's IEP team determines the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed because of behavior that has been determined not to be a manifestation of the child's disability, consistent with §300.524.

#### ☒ **34 CFR §300.522. Determination of setting.**

- (a) General. The interim alternative educational setting referred to in §300.520(a)(2) must be determined by the IEP team.
- (b) Additional requirements. Any interim alternative educational setting in which a child is placed under §§300.520(a)(2) or 300.521 must—
  - (1) Be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and
  - (2) Include services and modifications to address the behavior described in §§300.520(a)(2) or 300.521, that are designed to prevent the behavior from recurring.

#### ☒ **TEC §37.004. Placement of Students with Disabilities.**

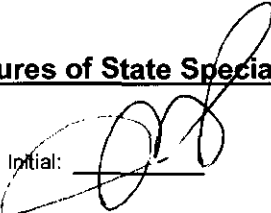
- (a) The placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal committee.
- (b) Any disciplinary action regarding a student with a disability who receives special education services that would constitute a change in placement under federal law may be taken only after the student's admission, review, and



dismissal committee conducts a manifestation determination review under 20 U.S.C. §1415(k)(4) and its subsequent amendments. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations, including laws or regulations requiring the provision of:

- (1) functional behavioral assessments;
  - (2) positive behavioral interventions, strategies, and supports;
  - (3) behavioral intervention plans; and
  - (4) manifestation determination review.
- (c) A student with a disability who receives special education services may not be placed in alternative education programs solely for educational purposes.
- (d) A teacher in an alternative education program under §37.008 who has a special education assignment must hold an appropriate certificate or permit for that assignment.
- (e) [This subsection applies if the charter holder has, in its student code of conduct, adopted the provisions of TEC §37.011]. Notwithstanding any other provision of this subchapter, in a county with a juvenile justice alternative education program established under §37.011, the expulsion under a provision of §37.007 described by this subsection of a student with a disability who receives special education services must occur in accordance with this subsection and Subsection (f). The [charter school] from which the student was expelled shall, in accordance with applicable federal law, provide the administrator of the juvenile justice alternative education program or the administrator's designee with reasonable notice of the meeting of the student's admission, review, and dismissal committee to discuss the student's expulsion. A representative of the juvenile justice alternative education program may participate in the meeting to the extent that the meeting relates to the student's placement in the program. This subsection applies only to an expulsion under:
- (1) §37.007(b), (c), or (f); or
  - (2) §37.007(d) as a result of conduct that contains the elements of any offense listed in §37.007(b)(3) against any employee or volunteer in retaliation for or as a result of the person's employment or association with [the charter holder].
- (f) [This subsection applies if the charter holder has, in its student code of conduct, adopted the provisions of TEC §37.011]. If, after placement of a student in a juvenile justice alternative education program under Subsection (e), the administrator of the program or the administrator's designee has concerns that the student's educational or behavioral needs cannot be met in the program, the administrator or designee shall immediately provide written notice of those concerns to the [charter school] from which the student was expelled. The student's admission, review, and dismissal committee shall meet to reconsider the placement of the student in the program. The [charter holder] shall, in accordance with applicable federal law, provide the administrator or designee with reasonable notice of the meeting, and a representative of the program may participate in the meeting to the extent that the meeting relates to the student's continued placement in the program.
- (g) Subsections (e) and (f) and this subsection expire September 1, 2005.

#### **L. Allowable Expenditures of State Special Education Funds**

Initial: 



#### **19 TAC §89.1125. Allowable Expenditures of State Special Education Funds.**

- (a) Persons paid from special education funds shall be assigned to instructional or other duties in the special education program and/or to provide support services to the regular education program in order for students with disabilities to be included in the regular program. Support services shall include, but not be limited to, collaborative planning, co-teaching, small group instruction with special and regular education students, direct instruction to special education students, or other support services determined necessary by the admission, review, and dismissal (ARD) committee for an appropriate program for the student with disabilities. Assignments may include duties supportive to school operations equivalent to those assigned to regular education personnel.
- (b) Personnel assigned to provide support services to the regular education program as stated in subsection (a) of this section may be fully funded from special education funds.
- (c) If personnel are assigned to special education on less than a full-time basis, except as stated in subsection (a) of this section, only that portion of time for which the personnel are assigned to students with disabilities shall be paid from state special education funds.

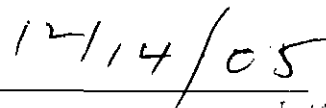
- (d) State special education funds may be used for special materials, supplies, and equipment which are directly related to the development and implementation of individualized education programs (IEPs) of students and which are not ordinarily purchased for the regular classroom. Office and routine classroom supplies are not allowable. Special equipment may include instructional and assistive technology devices, audiovisual equipment, computers for instruction or assessment purposes, and assessment equipment only if used directly with students.
- (e) State special education funds may be used to contract with consultants to provide staff development, program planning and evaluation, instructional services, assessments, and related services to students with disabilities.
- (f) State special education funds may be used for transportation only to and from residential placements. Prior to using federal funds for transportation costs to and from a residential facility, the [charter holder] must use state or local funds based on actual expenses up to the state transportation maximum for private transportation contracts.
- (g) State special education funds may be used to pay staff travel to perform services directly related to the education of eligible students with disabilities. Funds may also be used to pay travel of staff (including administrators, general education teachers, and special education teachers and service providers) to attend staff development meetings for the purpose of improving performance in assigned positions directly related to the education of eligible students with disabilities. In no event shall the purpose for attending such staff development meetings include time spent in performing functions relating to the operation of professional organizations. In accordance with 34 Code of Federal Regulations, §300.382(j), funds may also be used to pay for the joint training of parents and special education, related services, and general education personnel.

☒ **19 TAC §105.11. Maximum Allowable Indirect Cost.**

No more than 15 % of the [charter holder's] Foundation School Program special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, gifted and talented education, bilingual education and special language programs, career and technology education, and special education. Indirect costs may be attributed to the following expenditure function codes: 34 - Student Transportation; 41 - General Administration; 81 - Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency (TEA) bulletin, Financial Accountability System Resource Guide.



Signature of the Chairperson of the Board of the Charter Holder



Date of Signature

Jerry Prater, Chair, Dallas County Community College District Board of Trustees

Typed name and Title of the Chairperson of the Board of the Charter Holder

# CHARTER HOLDER SPECIAL EDUCATION ASSURANCES ADDENDUM (SEAA)

## General Addendum Assurance Statement

Dallas County Community College District, charter holder for Richland Collegiate High School Charter School, assures that it has policies and procedures in place that ensure implementation of all federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner rules related to students with disabilities, including those initialed below, and further assures that any future amendments to the regulations, laws, and rules will be incorporated and implemented. **This addendum was made necessary by the reauthorization of the Individuals with Disabilities Education Act in December 2004.**

| Section in SEAA    | Law | Citation                             | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Initial |
|--------------------|-----|--------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| A. Child Find      | CFR | §300.125. Child Find                 | 612               | No substantive change (NC), except for in the definition:<br><br>(3) <b>CHILD FIND.</b> --<br><br>(A) <b>IN GENERAL.</b> --All children with disabilities residing in the State, <u>including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
| B. Confidentiality | TEC | §26.004. Access to Student Records.  |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | TAC | §89.1050(f)(3) [Transfer of Records] |                   | <b>(C) PROGRAM FOR CHILDREN WHO TRANSFER SCHOOL DISTRICTS.--</b><br><br>(i) <b>IN GENERAL.</b> --<br><br>(i) <b>TRANSFER WITHIN THE SAME STATE.</b> -- <u>In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school, and who had an IEP that was in effect in the same State, the local educational agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents until such time as the local educational agency adopts the previously held IEP or develops, adopts, and implements a new IEP that is consistent with Federal and State law.</u><br><br>(ii) <b>TRANSFER OUTSIDE STATE.</b> -- <u>In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school, and who had an IEP that was in effect in another State, the local educational agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents until such time as the local educational agency conducts an evaluation pursuant to subsection (a)(1), if determined to be necessary by such agency, and develops</u> |         |

| Section in SEAA    | Law | Citation                                                          | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Initial |
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|                    |     |                                                                   |                   | <p><u>a new IEP, if appropriate, that is consistent with Federal and State law.</u></p> <p>(ii) <b>TRANSMITTAL OF RECORDS.</b> <u>--To facilitate the transition for a child described in clause (i)--</u></p> <p>(i) <u>the new school in which the child enrolls shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous school in which the child was enrolled, pursuant to section 99.31(a)(2) of title 34, Code of Federal Regulations; and</u></p> <p>(ii) <u>the previous school in which the child was enrolled shall take reasonable steps to promptly respond to such request from the new school.</u></p> |         |
| B. Confidentiality | CFR | §300.127. Confidentiality of personally identifiable information. | 617(c)            | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | CFR | §300.560. Definitions                                             |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | CFR | §300.561. Notice to parents                                       | 615               | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | CFR | §300.562. Access rights                                           | 615(d)            | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | CFR | §300.563. Record of access                                        | 615(d)            | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | CFR | §300.564. Records on more than one child                          | 615(d)            | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | CFR | §300.565. List of types and locations of information              | 615(d)            | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | CFR | §300.566. Fees                                                    | 615(d)            | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | CFR | §300.567. Amendment of records at parent's request                | 615(d)            | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | CFR | §300.568. Opportunity for a hearing                               | 615               | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | CFR | §300.569. Result of hearing                                       | 615               | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality | CFR | §300.570. Hearing procedures                                      | 615               | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B.                 | CFR | §300.571. Consent                                                 |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |

| Section in SEAA          | Law | Citation                               | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Initial |
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| Confidentiality          |     |                                        |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
| B. Confidentiality       | CFR | §300.572. Safeguards                   |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality       | CFR | §300.573. Destruction of information   |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality       | CFR | §300.574. Children's rights            |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| B. Confidentiality       | CFR | Part 99                                |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| C. Procedural Safeguards | CFR | §300.504. Procedural safeguards notice | 615               | <p><b>SEC. 615. PROCEDURAL SAFEGUARDS.</b></p> <p>(a) <b>ESTABLISHMENT OF PROCEDURES.</b>--Any State educational agency, State agency, or local educational agency that receives assistance under this part shall establish and maintain procedures in accordance with this section to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education by such agencies.</p> <p>(b) <b>TYPES OF PROCEDURES.</b>--The procedures required by this section shall include the following:</p> <p>(1) An opportunity for the parents of a child with a disability to examine all records relating to such child and to participate in meetings with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education to such child, and to obtain an independent educational evaluation of the child.</p> <p>(2) (A) Procedures to protect the rights of the child whenever the parents of the child are not known, the agency cannot, after reasonable efforts, locate the parents, or the child is a ward of the State, including the assignment of an individual to act as a surrogate for the parents, which surrogate shall not be an employee of the State educational agency, the local educational agency, or any other agency that is involved in the education or care of the child. In the case of--</p> <p>(i) <u>a child who is a ward of the State, such surrogate may alternatively be appointed by the judge overseeing the child's care provided that the surrogate meets the requirements of this paragraph; and</u></p> <p>(ii) <u>an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)), the local educational agency shall appoint a surrogate in accordance with this paragraph.</u></p> <p>(B) <u>The State shall make reasonable efforts to ensure the assignment of a surrogate not more than 30 days after there is a determination by the agency that the child needs a surrogate.</u></p> <p>(3) Written prior notice to the parents of the child, in accordance with subsection (c)(1), whenever the local educational agency--</p> |         |

| Section in SEAA | Law | Citation | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Initial |
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|                 |     |          |                   | <p>(A) proposes to initiate or change; or</p> <p>(B) refuses to initiate or change, the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to the child.</p> <p>(4) Procedures designed to ensure that the notice required by paragraph (3) is in the native language of the parents, unless it clearly is not feasible to do so.</p> <p>(5) An opportunity for mediation, in accordance with subsection (e).</p> <p>(6) An opportunity for any party to present a complaint--</p> <p>(A) with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to such child; and</p> <p>(B) <u>which sets forth an alleged violation that occurred not more than 2 years before the date the parent or public agency knew or should have known about the alleged action that forms the basis of the complaint, or, if the State has an explicit time limitation for presenting such a complaint under this part, in such time as the State law allows, except that the exceptions to the timeline described in subsection (f)(3)(D) shall apply to the timeline described in this subparagraph.</u></p> <p>(7) (A) Procedures that require either party, or the attorney representing a party, to provide due process complaint notice in accordance with subsection (c)(2) (which shall remain confidential)--</p> <p>(i) to the other party, in the complaint filed under paragraph (6), and forward a copy of such notice to the State educational agency; and</p> <p>(ii) that shall include--</p> <p>(I) the name of the child, the address of the residence of the child (or available contact information in the case of a homeless child), and the name of the school the child is attending;</p> <p>(II) <u>in the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), available contact information for the child and the name of the school the child is attending;</u></p> <p>(III) a description of the nature of the problem of the child relating to such proposed initiation or change, including facts relating to such problem; and</p> <p>(IV) a proposed resolution of the problem to the extent known and available to the party at the time.</p> |         |

| Section in SEAA | Law | Citation                                                                                  | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Initial |
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|                 |     |                                                                                           |                   | (B) <u>A requirement that a party may not have a due process hearing until the party, or the attorney representing the party, files a notice that meets the requirements of subparagraph (A)(ii).</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
| D. Notice       | TAC | §89.1015. Time Line for All Notices                                                       |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| D. Notice       | CFR | §300.503. Prior notice by the [charter holder]; content of notice                         |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| D. Notice       | CFR | §300.345. Parent participation                                                            |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| D. Notice       | TEC | §26.0081. Right to Information Concerning Special Education                               |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| D. Notice       | TAC | §89.1045. Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| E. Consent      | CFR | §300.500. General responsibility of public agencies; definitions                          | 614               | <p><b>SEC. 614. EVALUATIONS, ELIGIBILITY DETERMINATIONS, INDIVIDUALIZED EDUCATION PROGRAMS, AND EDUCATIONAL PLACEMENTS.</b></p> <p>(a) <b>EVALUATIONS, PARENTAL CONSENT, AND REEVALUATIONS.--</b></p> <p>(1) <b>INITIAL EVALUATIONS.--</b></p> <p>(A) <b>IN GENERAL.--</b>A State educational agency, other State agency, or local educational agency shall conduct a full and individual initial evaluation in accordance with this paragraph and subsection (b), before the initial provision of special education and related services to a child with a disability under this part.</p> <p>(B) <b>REQUEST FOR INITIAL EVALUATION.--</b><u>Consistent with subparagraph (D), either a parent of a child, or a State educational agency, other State agency, or local educational agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.</u></p> <p>(C) <b>PROCEDURES.--</b></p> <p>(i) <b>IN GENERAL.--</b>Such initial evaluation shall consist of procedures--</p> <p>(I) to determine whether a child is a child with a disability (as defined in section 602) <u>within 60 days of receiving parental consent for the evaluation, or, if the State establishes a timeframe within which the evaluation must be conducted, within such timeframe; and</u></p> <p>(II) to determine the educational needs of such child.</p> |         |

| Section in SEAA | Law | Citation                   | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Initial |
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|                 |     |                            |                   | <p>(ii) <b>EXCEPTION.</b>--The relevant <u>timeframe in clause (i)(I) shall not apply to a local educational agency if--</u></p> <p>(I) <u>a child enrolls in a school served by the local educational agency after the relevant timeframe in clause (i)(I) has begun and prior to a determination by the child's previous local educational agency as to whether the child is a child with a disability (as defined in section 602), but only if the subsequent local educational agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent local educational agency agree to a specific time when the evaluation will be completed; or</u></p> <p>(II) <u>the parent of a child repeatedly fails or refuses to produce the child for the evaluation.</u></p>                                                                                                                                                                                                                                                                                                                                                                        |         |
| E. Consent      | CFR | §300.505. Parental consent |                   | <p>(D) <b>PARENTAL CONSENT.</b>--</p> <p>(i) <b>IN GENERAL.</b>--</p> <p>(I) <b>CONSENT FOR INITIAL EVALUATION.</b>--The agency proposing to conduct an initial evaluation to determine if the child qualifies as a child with a disability as defined in section 602 shall obtain informed consent from the parent of such child before conducting the evaluation. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services.</p> <p>(II) <b>CONSENT FOR SERVICES.</b>--<u>An agency that is responsible for making a free appropriate public education available to a child with a disability under this part shall seek to obtain informed consent from the parent of such child before providing special education and related services to the child.</u></p> <p>(ii) <b>ABSENCE OF CONSENT.</b>--</p> <p>(I) <b>FOR INITIAL EVALUATION.</b>--<u>If the parent of such child does not provide consent for an initial evaluation under clause (i)(I), or the parent fails to respond to a request to provide the consent, the local educational agency may pursue the initial evaluation of the child by</u></p> |         |



| Section in SEAA | Law | Citation | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Initial |
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|                 |     |          |                   | <p>utilizing the procedures described in section 615, except to the extent inconsistent with State law relating to such parental consent.</p> <p>(II) <b>FOR SERVICES.</b>--If the parent of such child refuses to consent to services under clause (i)(II), the local educational agency shall not provide special education and related services to the child by utilizing the procedures described in section 615.</p> <p>(III) <b>EFFECT ON AGENCY OBLIGATIONS.</b>--If the parent of such child refuses to consent to the receipt of special education and related services, or the parent fails to respond to a request to provide such consent--</p> <p>(iii) <b>CONSENT FOR WARDS OF THE STATE.</b>--</p> <p>(I) <b>IN GENERAL.</b>--If the child is a ward of the State and is not residing with the child's parent, the agency shall make reasonable efforts to obtain the informed consent from the parent (as defined in section 602) of the child for an initial evaluation to determine whether the child is a child with a disability.</p> <p>(II) <b>EXCEPTION.</b>--The agency shall not be required to obtain informed consent from the parent of a child for an initial evaluation to determine whether the child is a child with a disability if--</p> <p>(aa) despite reasonable efforts to do so, the agency cannot discover the whereabouts of the parent of the child;</p> <p>(bb) the rights of the parents of the child have been terminated in accordance with State law; or</p> <p>(cc) the rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the</p> |         |

| Section in SEAA | Law | Citation                                                                          | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Initial |
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|                 |     |                                                                                   |                   | <u>judge to represent the child.</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| E. Consent      | TEC | §29.0041. Information and Consent for Certain Psychological Examinations or Tests |                   | (E) <u>RULE OF CONSTRUCTION.</u> --The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |
| F. Evaluation   | TAC | §89.1011. Referral for Full and Individual Initial Evaluation                     | 614               | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| F. Evaluation   | TEC | §29.004. Full Individual and Initial Evaluation                                   |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| F. Evaluation   | TEC | §29.0041. Information and Consent for Certain Psychological Examinations or Tests |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| F. Evaluation   | CFR | §300.531. Initial evaluation                                                      |                   | <p><b>SEC. 614. EVALUATIONS, ELIGIBILITY DETERMINATIONS, INDIVIDUALIZED EDUCATION PROGRAMS, AND EDUCATIONAL PLACEMENTS.</b></p> <p>(a) <b>EVALUATIONS, PARENTAL CONSENT, AND REEVALUATIONS.--</b></p> <p>(1) <b>INITIAL EVALUATIONS.--</b></p> <p>(A) <b>IN GENERAL.</b>--A State educational agency, other State agency, or local educational agency shall conduct a full and individual initial evaluation in accordance with this paragraph and subsection (b), before the initial provision of special education and related services to a child with a disability under this part.</p> <p>(B) <b>REQUEST FOR INITIAL EVALUATION.</b>--Consistent with subparagraph (D), either a parent of a child, or a State educational agency, other State agency, or local educational agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.</p> <p>(C) <b>PROCEDURES.--</b></p> <p>(i) <b>IN GENERAL.</b>--Such initial evaluation shall consist of procedures--</p> <p>(I) to determine whether a child is a child with a disability (as defined in section 602) <u>within 60 days of receiving parental consent for the evaluation, or, if the State establishes a timeframe within which the evaluation must be conducted, within such timeframe; and</u></p> <p>(II) to determine the educational needs of such child.</p> |         |

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|                 |     |          |                   | <p>(ii) <b>EXCEPTION.</b>--The relevant timeframe in clause (i)(I) shall not apply to a local educational agency if--</p> <p>(I) a child enrolls in a school served by the local educational agency after the relevant timeframe in clause (i)(I) has begun and prior to a determination by the child's previous local educational agency as to whether the child is a child with a disability (as defined in section 602), but only if the subsequent local educational agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent local educational agency agree to a specific time when the evaluation will be completed; or</p> <p>(II) the parent of a child repeatedly fails or refuses to produce the child for the evaluation.</p> <p>(D) <b>PARENTAL CONSENT.</b>--</p> <p>(i) <b>IN GENERAL.</b>--</p> <p>(I) <b>CONSENT FOR INITIAL EVALUATION.</b>--The agency proposing to conduct an initial evaluation to determine if the child qualifies as a child with a disability as defined in section 602 shall obtain informed consent from the parent of such child before conducting the evaluation. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services.</p> <p>(II) <b>CONSENT FOR SERVICES.</b>--An agency that is responsible for making a free appropriate public education available to a child with a disability under this part shall seek to obtain informed consent from the parent of such child before providing special education and related services to the child.</p> <p>(ii) <b>ABSENCE OF CONSENT.</b>--</p> <p>(I) <b>FOR INITIAL EVALUATION.</b>--If the parent of such child does not provide consent for an initial evaluation under clause (i)(I), or the parent fails to respond to a request to provide the consent, the local educational agency may pursue the initial evaluation of the child by utilizing the procedures described in section 615, except to the extent inconsistent with State law</p> |         |

| Section in SEAA | Law | Citation | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Initial |
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|                 |     |          |                   | <p>relating to such parental consent.</p> <p>(II) <b>FOR SERVICES.</b>--If the parent of such child <u>refuses to consent to services under clause (i)(II), the local educational agency shall not provide special education and related services to the child by utilizing the procedures described in section 615.</u></p> <p>(III) <b>EFFECT ON AGENCY OBLIGATIONS.</b>--If the parent of such child <u>refuses to consent to the receipt of special education and related services, or the parent fails to respond to a request to provide such consent--</u></p> <p>(aa) <u>the local educational agency shall not be considered to be in violation of the requirement to make available a free appropriate public education to the child for the failure to provide such child with the special education and related services for which the local educational agency requests such consent; and</u></p> <p>(bb) <u>the local educational agency shall not be required to convene an IEP meeting or develop an IEP under this section for the child for the special education and related services for which the local educational agency requests such consent.</u></p> <p>(iii) <b>CONSENT FOR WARDS OF THE STATE.--</b></p> <p>(I) <b>IN GENERAL.</b>--If the child is <u>a ward of the State and is not residing with the child's parent, the agency shall make reasonable efforts to obtain the informed consent from the parent (as defined in section 602) of the child for an initial evaluation to determine whether the child is a child with a disability.</u></p> <p>(II) <b>EXCEPTION.</b>--The agency <u>shall not be required to obtain informed consent from the parent of a child for an initial evaluation to determine whether the child is a child with a disability if--</u></p> <p>(aa) <u>despite reasonable efforts to do so, the agency cannot discover the</u></p> |         |

| Section in SEAA | Law | Citation                        | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Initial |
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|                 |     |                                 |                   | <p><u>whereabouts of the parent of the child;</u></p> <p>(bb) <u>the rights of the parents of the child have been terminated in accordance with State law; or</u></p> <p>(cc) <u>the rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.</u></p> <p>(E) <b>RULE OF CONSTRUCTION.</b>--The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.</p> <p>(2) <b>REEVALUATIONS.</b>--</p> <p>(A) <b>IN GENERAL.</b>--A local educational agency shall ensure that a reevaluation of each child with a disability is conducted in accordance with subsections (b) and (c)--</p> <p>(i) if the local educational agency determines that the educational or related services needs, <u>including improved academic achievement and functional performance,</u> of the child warrant a reevaluation; or</p> <p>(ii) if the child's parents or teacher requests a reevaluation.</p> <p>(B) <b>LIMITATION.</b>--A reevaluation conducted under subparagraph (A) shall occur--</p> <p>(i) <u>not more frequently than once a year, unless the parent and the local educational agency agree otherwise; and</u></p> <p>(ii) <u>at least once every 3 years, unless the parent and the local educational agency agree that a reevaluation is unnecessary.</u></p> |         |
| F. Evaluation   | CFR | §300.532. Evaluation procedures |                   | <p><b>SEC. 614. EVALUATIONS, ELIGIBILITY DETERMINATIONS, INDIVIDUALIZED EDUCATION PROGRAMS, AND EDUCATIONAL PLACEMENTS.</b></p> <p>(b) <b>EVALUATION PROCEDURES.</b>--</p> <p>(3) <b>ADDITIONAL REQUIREMENTS.</b>--Each local educational agency shall ensure that--</p> <p>(A) assessments and other evaluation materials used to assess a child under this section--</p> <p>(i) are selected and administered so as not to be discriminatory on a racial or cultural basis;</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |

| Section in SEAA | Law | Citation                                                       | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Initial |
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|                 |     |                                                                |                   | <ul style="list-style-type: none"> <li>(ii) are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer;</li> <li>(iii) are used for purposes for which the assessments or measures are valid and reliable;</li> <li>(iv) are administered by trained and knowledgeable personnel; and</li> <li>(v) are administered in accordance with any instructions provided by the producer of such assessments;</li> </ul> <p>(B) the child is assessed in all areas of suspected disability;</p> <p>(C) assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided; and</p> <p>(D) <u>assessments of children with disabilities who transfer from 1 school district to another school district in the same academic year are coordinated with such children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.</u></p> |         |
| F. Evaluation   | CFR | §300.533. Determination of needed evaluation data              |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |
| F. Evaluation   | TAC | §89.1040. Eligibility Criteria                                 |                   | Will need to amend to reflect LD changes (see below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |
| F. Evaluation   | CFR | §300.534. Determination of eligibility                         |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |
| F. Evaluation   | CFR | §300.535. Procedures for determining eligibility and placement |                   | See above and below                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
| F. Evaluation   | CFR | §300.536. Reevaluation                                         |                   | <p>(c) <b>ADDITIONAL REQUIREMENTS FOR EVALUATION AND REEVALUATIONS.--</b></p> <p>(5) <b>EVALUATIONS BEFORE CHANGE IN ELIGIBILITY.--</b></p> <p>(A) <b>IN GENERAL.</b>--Except as provided in subparagraph (B), a local educational agency shall evaluate a child with a disability in accordance with this section before determining that the child is no longer a child with a disability.</p> <p>(B) <b>EXCEPTION.</b>--</p> <p>(i) <b>IN GENERAL.</b>--<u>The evaluation described in subparagraph (A) shall not be required before the termination of a child's eligibility under this part due to graduation from secondary school with a</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |

| Section in SEAA   | Law | Citation                                                                           | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Initial |
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|                   |     |                                                                                    |                   | <p><u>regular diploma, or due to exceeding the age eligibility for a free appropriate public education under State law.</u></p> <p>(ii) <b>SUMMARY OF PERFORMANCE.</b> -<br/> <u>-For a child whose eligibility under this part terminates under circumstances described in clause (i), a local educational agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.</u></p>                                                                                                                                                                                                                                                                                                                                                                                           |         |
| F. Evaluation     | CFR | §300.540. Additional team members                                                  |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
| F. Evaluation     | CFR | §300.541. Criteria for determining the existence of a specific learning disability |                   | <p>(b) <b>EVALUATION PROCEDURES.--</b></p> <p>(6) <b>SPECIFIC LEARNING DISABILITIES.--</b></p> <p>(A) <b>IN GENERAL.</b> --<u>Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602, a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.</u></p> <p>(B) <b>ADDITIONAL AUTHORITY.</b> --<u>In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures described in paragraphs (2) and (3).</u></p> |         |
| F. Evaluation     | CFR | §300.542. Observation                                                              |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
| F. Evaluation     | CFR | §300.543. Written report                                                           |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
| G. Development... | TAC | §89.1050(a). [ARD committee]                                                       |                   | <p><b>SEC. 614. EVALUATIONS, ELIGIBILITY DETERMINATIONS, INDIVIDUALIZED EDUCATION PROGRAMS, AND EDUCATIONAL PLACEMENTS.</b></p> <p>(f) <b>ALTERNATIVE MEANS OF MEETING PARTICIPATION.</b> --<u>When conducting IEP team meetings and placement meetings pursuant to this section, section 615(e), and section 615(f)(1)(B), and carrying out administrative matters under section 615 (such as scheduling, exchange of witness lists, and status conferences), the parent of a child with a disability and a local educational agency may agree to use alternative means of meeting participation, such as video conferences and conference calls.</u></p>                                                                                                                                                                                                                                                                             |         |
| G. Development... | TAC | §89.1050(d). [30-day timeline]                                                     |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |

| Section in SEAA   | Law | Citation                                                                                     | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Initial |
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| G. Development... | TAC | §89.1045(b). Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| G. Development... | CFR | §300.342. When IEPs must be in effect                                                        | 614(d)(2)(A)      | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| G. Development... | TAC | §89.1050(b). [IFSP/IEP]                                                                      |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| G. Development... | TAC | §89.1050(f). For a student who is new to a [charter school]:                                 |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| G. Development... | CFR | §300.121. Free appropriate public education (FAPE)                                           |                   | <p><b>SEC. 612. STATE ELIGIBILITY.</b></p> <p>(C) <u>STATE FLEXIBILITY.</u>--A State that provides early intervention services in accordance with part C to a child who is eligible for services under section 619, is not required to provide such child with a free appropriate public education.</p> <p><b>SEC. 612. STATE ELIGIBILITY.</b></p> <p>(16) <b>PARTICIPATION IN ASSESSMENTS.--</b></p> <p>(A) <b>IN GENERAL.</b>--All children with disabilities are included in all general State and districtwide assessment programs, <u>including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965</u>, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs.</p> <p>(B) <b>ACCOMMODATION GUIDELINES.</b>--The State (or, in the case of a districtwide assessment, the local educational agency) has developed guidelines for the provision of appropriate accommodations.</p> <p>(C) <u>ALTERNATE ASSESSMENTS.--</u></p> <p>(i) <u>IN GENERAL.</u>--The State (or, in the case of a districtwide assessment, the local educational agency) has developed and implemented guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments under subparagraph (A) with accommodations as indicated in their respective individualized education programs.</p> <p>(ii) <u>REQUIREMENTS FOR ALTERNATE ASSESSMENTS.--</u><br/> <u>The guidelines under clause (i) shall provide for alternate assessments that--</u></p> <p>(I) <u>are aligned with the State's challenging academic content standards and challenging</u></p> |         |



| Section in SEAA   | Law | Citation                                           | IDEA '04 citation         | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Initial |
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|                   |     |                                                    |                           | <p><u>student academic achievement standards; and</u></p> <p>(ii) <u>if the State has adopted alternate academic achievement standards permitted under the regulations promulgated to carry out section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, measure the achievement of children with disabilities against those standards.</u></p> <p>(iii) <u>CONDUCT OF ALTERNATE ASSESSMENTS.--The State conducts the alternate assessments described in this subparagraph.</u></p>                                                                                                                                                                                      |         |
| G. Development... | CFR | §300.343. IEP meetings                             | 613(a)(1)<br>614(d)(2)(A) | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
| G. Development... | CFR | §300.344. IEP team                                 | 614(d)(1)(7)(A)           | See below                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
| G. Development... | TAC | §89.1050(c). [Teacher member requirements]         |                           | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
| G. Development... | CFR | §300.345. Parent participation                     |                           | See below                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
| G. Development... | CFR | §300.346. Development, review, and revision of IEP |                           | (iv) <u>the academic, developmental, and functional needs of the child.</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
| G. Development... | CFR | §300.347. Content of IEP                           |                           | <p>VIII) <u>beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter--</u></p> <p>(aa) <u>appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;</u></p> <p>(bb) <u>the transition services (including courses of study) needed to assist the child in reaching those goals;</u></p> <p>add this to Transfer of rights:</p> <p>(cc) <u>beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the</u></p> |         |

| Section in SEAA   | Law | Citation                                                         | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Initial |
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|                   |     |                                                                  |                   | child's rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |
| G. Development... | TAC | §89.1055. Content of the Individualized Education Program (IEP)  |                   | <p><b>SEC. 614. EVALUATIONS, ELIGIBILITY DETERMINATIONS, INDIVIDUALIZED EDUCATION PROGRAMS, AND EDUCATIONAL PLACEMENTS.</b></p> <p>(d) <b>INDIVIDUALIZED EDUCATION PROGRAMS.--</b></p> <p>(D) <b>AGREEMENT.</b>--In making changes to a child's IEP after the annual IEP meeting for a school year, the parent of a child with a disability and the local educational agency may agree not to convene an IEP meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the child's current IEP.</p> <p>(E) <b>CONSOLIDATION OF IEP TEAM MEETINGS.</b>--To the extent possible, the local educational agency shall encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.</p> <p>(F) <b>AMENDMENTS.</b>--Changes to the IEP may be made either by the entire IEP Team or, as provided in subparagraph (D), by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent shall be provided with a revised copy of the IEP with the amendments incorporated.</p> |         |
| G. Development... | TAC | §89.1050(e). [The report]                                        |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| G. Development... | CFR | §300.348. Agency responsibilities for transition services        |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| G. Development... | CFR | §300.350. IEP accountability                                     |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| G. Development... | CFR | §300.309. Extended school year services                          |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| G. Development... | TAC | §89.1065. Extended School Year Services (ESY Services)           |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| G. Development... | TAC | §89.1050(g). [Discipline]                                        |                   | See below (K)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
| G. Development... | TAC | §89.1050(h). [Disagreements]                                     |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| G. Development... | TEC | §37.0021. Use of Confinement, Restraint, Seclusion, and Time-Out |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |

| Section in SEAA   | Law | Citation                                                                                              | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Initial |
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| G. Development... | TAC | §89.1053. Procedures for Use of Restraint and Time-Out                                                |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |
| G. Development... | TAC | §89.1096. Provision of Services for Students Placed by Their Parents in Private Schools or Facilities | 612               | <p>(A) <b>CHILDREN ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS.--</b></p> <p>(i) <b>IN GENERAL.</b>--To the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the following requirements, unless the Secretary has arranged for services to those children under subsection (f):</p> <p>(I) Amounts to be expended for the provision of those services (including direct services to parentally placed private school children) by the local educational agency shall be equal to a proportionate amount of Federal funds made available under this part.</p> <p>(II) <u>In calculating the proportionate amount of Federal funds, the local educational agency, after timely and meaningful consultation with representatives of private schools as described in clause (iii), shall conduct a thorough and complete child find process to determine the number of parentally placed children with disabilities attending private schools located in the local educational agency.</u></p> <p>(III) Such services to parentally placed private school children with disabilities may be provided to the children on the premises of private, including religious, schools, to the extent consistent with law.</p> <p>(IV) <u>State and local funds may supplement and in no case shall supplant the proportionate amount of Federal funds required to be expended under this subparagraph.</u></p> <p>(V) <u>Each local educational agency shall maintain in its records and provide to the State educational agency the number of children evaluated under this subparagraph, the number of children determined to be children with disabilities under this paragraph, and the number</u></p> |         |

| Section in SEAA | Law | Citation | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Initial |
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|                 |     |          |                   | <p>of children served under this paragraph.</p> <p>(ii) <b>CHILD FIND REQUIREMENT.--</b></p> <p>(I) <b>IN GENERAL.--</b>The requirements of paragraph (3) (relating to child find) shall apply with respect to children with disabilities in the State who are enrolled in private, including religious, elementary schools and secondary schools.</p> <p>(II) <b><u>EQUITABLE PARTICIPATION.--</u></b>The child find process shall be designed to ensure the equitable participation of parentally placed private school children with disabilities and an accurate count of such children.</p> <p>(III) <b><u>ACTIVITIES.--</u></b>In carrying out this clause, the local educational agency, or where applicable, the State educational agency, shall undertake activities similar to those activities undertaken for the agency's public school children.</p> <p>(IV) <b><u>COST.--</u></b>The cost of carrying out this clause, including individual evaluations, may not be considered in determining whether a local educational agency has met its obligations under clause (i).</p> <p>(V) <b><u>COMPLETION PERIOD.--</u></b>Such child find process shall be completed in a time period comparable to that for other students attending public schools in the local educational agency.</p> <p>(iii) <b><u>CONSULTATION.--</u></b>To ensure timely and meaningful consultation, a local educational agency, or where appropriate, a State educational agency, shall consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children, including regarding--</p> <p>(I) <u>the child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;</u></p> <p>(II) <u>the determination of the proportionate amount of Federal funds available to serve parentally placed private school children with disabilities under this subparagraph, including the</u></p> |         |

| Section in SEAA | Law | Citation | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Initial |
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|                 |     |          |                   | <p>determination of how the amount was calculated;</p> <p>(III) <u>the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;</u></p> <p>(IV) <u>how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and</u></p> <p>(V) <u>how, if the local educational agency disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.</u></p> <p>(iv) <b>WRITTEN AFFIRMATION.</b> <u>--When timely and meaningful consultation as required by clause (iii) has occurred, the local educational agency shall obtain a written affirmation signed by the representatives of participating private schools, and if such representatives do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation of the consultation process to the State educational agency.</u></p> <p>(v) <b>COMPLIANCE.</b> <u>--</u></p> <p>(I) <b>IN GENERAL.</b> <u>--A private school official shall have the right to submit a complaint to the State educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private</u></p> |         |

| Section in SEAA    | Law | Citation                                      | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Initial |
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|                    |     |                                               |                   | <p>school official.</p> <p>(II) <u>PROCEDURE.--If the private school official wishes to submit a complaint, the official shall provide the basis of the noncompliance with this subparagraph by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency. If the private school official is dissatisfied with the decision of the State educational agency, such official may submit a complaint to the Secretary by providing the basis of the noncompliance with this subparagraph by the local educational agency to the Secretary, and the State educational agency shall forward the appropriate documentation to the Secretary.</u></p> <p>(vi) <u>PROVISION OF EQUITABLE SERVICES.--</u></p> <p>(I) <u>DIRECTLY OR THROUGH CONTRACTS.--The provision of services pursuant to this subparagraph shall be provided--</u></p> <p>(aa) <u>by employees of a public agency, or</u></p> <p>(bb) <u>through contract by the public agency with an individual, association, agency, organization, or other entity.</u></p> <p>(II) <u>SECULAR, NEUTRAL, NONIDEOLOGICAL.--</u><br/> <u>Special education and related services provided to parentally placed private school children with disabilities, including materials and equipment, shall be secular, neutral, and nonideological.</u></p> <p>(vii) <u>PUBLIC CONTROL OF FUNDS.--</u><br/> <u>The control of funds used to provide special education and related services under this subparagraph, and title to materials, equipment, and property purchased with those funds, shall be in a public agency for the uses and purposes provided in this title, and a public agency shall administer the funds and property.</u></p> |         |
| H. (LRE) Placement | CFR | §300.550. General LRE requirements            | 612               | No substantive change (NC)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
| H. (LRE) Placement | CFR | §300.551. Continuum of alternative placements |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |

| Section in SEAA        | Law | Citation                                       | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Initial |
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| H. (LRE) Placement     | TAC | §89.63 Instructional Arrangements and Settings |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
| H. (LRE) Placement     | CFR | §300.552. Placements                           |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
| H. (LRE) Placement     | CFR | Nonacademic settings                           |                   | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
| I. Transition Planning | CFR | §300.29. Transition services                   | 602               | <p>(34) <b>TRANSITION SERVICES.</b>--The term 'transition services' means a coordinated set of activities for a child with a disability that--</p> <p><u>(1) (A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;</u></p>                                                                                                                                                                                     |         |
| I. Transition Planning | CFR | §300.345. Parent participation                 | 614               | <p><u>(d) (1) (A) (VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter--</u></p> <p><u>(aa) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;</u></p> <p><u>(bb) the transition services (including courses of study) needed to assist the child in reaching those goals; and</u></p> <p><u>(cc)[no change]</u></p> <p>corresponding changes in:<br/> <b><u>§89.1045. Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings.</u></b><br/> <b><u>§26.0081. Right to Information Concerning Special Education and Education of Students with Learning Difficulties.</u></b></p> |         |
| I. Transition Planning | CFR | §300.344. IEP team                             | 614               | <p><b>(C) IEP TEAM ATTENDANCE.--</b></p> <p><u>(i) <b>ATTENDANCE NOT NECESSARY.</b>--A member of the IEP Team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.</u></p> <p><u>(ii) <b>EXCUSAL.</b>--A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if--</u></p> <p><u>(I) the parent and the local educational agency</u></p>                                     |         |

| Section in SEAA        | Law | Citation                                                            | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Initial |
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|                        |     |                                                                     |                   | <p>consent to the excusal; and</p> <p>(ii) <u>the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.</u></p> <p>(iii) <b>WRITTEN AGREEMENT AND CONSENT REQUIRED.</b> --A parent's agreement under clause (i) and consent under clause (ii) shall be in writing.</p> <p>Corresponding changes in:</p> <p><b><u>§89.1050. The Admission, Review, and Dismissal (ARD) Committee.</u></b></p> <p><b><u>§29.005. Individualized Education Program.</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| I. Transition Planning | CFR | §300.348. Agency responsibilities for transition services           |                   | See above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |
| I. Transition Planning | TAC | §89.1055 (g). Content of the Individualized Education Program (IEP) | 614               | <p><b><u>(C) PROGRAM FOR CHILDREN WHO TRANSFER SCHOOL DISTRICTS.--</u></b></p> <p><b><u>(i) IN GENERAL.--</u></b></p> <p><b><u>(I) TRANSFER WITHIN THE SAME STATE.--</u></b><u>In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school, and who had an IEP that was in effect in the same State, the local educational agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents until such time as the local educational agency adopts the previously held IEP or develops, adopts, and implements a new IEP that is consistent with Federal and State law.</u></p> <p><b><u>(II) TRANSFER OUTSIDE STATE.--</u></b><u>In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school, and who had an IEP that was in effect in another State, the local educational agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents until such time as the local educational agency conducts an evaluation pursuant to subsection (a)(1), if determined to be necessary by such agency, and develops a new IEP, if appropriate, that is consistent with Federal and State law.</u></p> <p><b><u>(ii) TRANSMITTAL OF RECORDS.--</u></b><u>To facilitate the transition for a child described in clause (i)--</u></p> <p><b><u>(I) the new school in which the child enrolls shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous school in which the child was enrolled, pursuant to section 99.31(a)(2) of title 34, Code of Federal Regulations; and</u></b></p> <p><b><u>(II) the previous school in which the child was enrolled shall take reasonable steps to promptly respond to such request from the new school.</u></b></p> <p><b><u>(3) DEVELOPMENT OF IEP.--</u></b></p> <p><b><u>(A) IN GENERAL.--</u></b><u>In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider--</u></p> |         |



| Section in SEAA        | Law | Citation                                                                                       | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Initial |
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|                        |     |                                                                                                |                   | (iv) the academic, developmental, and functional needs of the child.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
| J. Certified Personnel | TAC | §89.1131. Qualifications of Special Education, Related Service, and Paraprofessional Personnel | 612<br><br>602    | <p>[NOTE: CSPD eliminated (prior 20 U.S.C. 1412(a)(14))]<br/>[Adds requirement that qualifications ensure that personnel <i>have the content knowledge and skills to serve children with disabilities.</i>]</p> <p>[Provides that related services and paraprofessional qualifications must be consistent with State-recognized certification, licensing, registration or other comparable requirements that apply to the profession or discipline and that those personnel have not had certification or licensure requirements waived on a temporary, emergency or provisional basis and allows paraprofessionals and assistants who are appropriately trained and supervised in accordance with State law, regulation or written policy to be used to assist in the provision of services.]</p> <p>(14) PERSONNEL QUALIFICATIONS.--</p> <p><u>(A) IN GENERAL.--The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.</u></p> <p><u>(B) RELATED SERVICES PERSONNEL AND PARAPROFESSIONALS.--The qualifications under subparagraph (A) include qualifications for related services personnel and paraprofessionals that--</u></p> <p><u>(i) are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services;</u></p> <p><u>(ii) ensure that related services personnel who deliver services in their discipline or profession meet the requirements of clause (i) and have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis; and</u></p> <p><u>(iii) allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of this part to be used to assist in the provision of special education and related services under this part to children with disabilities.</u></p> <p><u>(C) POLICY.--In implementing this section, a State shall adopt a policy that includes a requirement that local educational agencies in the State take measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services under this part to children with disabilities.</u></p> <p>[CSPD reference from IDEA '97 removed]</p> <p>(10) HIGHLY QUALIFIED.--</p> |         |

| Section in SEAA | Law | Citation | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Initial |
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|                 |     |          |                   | <p>(A) <b><u>IN GENERAL.</u></b>--For any special education teacher, the term 'highly qualified' has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965, <u>except that such term also--</u></p> <p>(i) <u>includes the requirements described in subparagraph (B); and</u></p> <p>(ii) <u>includes the option for teachers to meet the requirements of section 9101 of such Act by meeting the requirements of subparagraph (C) or (D).</u></p> <p>(B) <b><u>REQUIREMENTS FOR SPECIAL EDUCATION TEACHERS.</u></b>--When used with respect to any public elementary school or secondary school special education teacher teaching in a State, such term means that--</p> <p>(i) <u>the teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law;</u></p> <p>(ii) <u>the teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and</u></p> <p>(iii) <u>the teacher holds at least a bachelor's degree.</u></p> <p>(C) <b><u>SPECIAL EDUCATION TEACHERS TEACHING TO ALTERNATE ACHIEVEMENT STANDARDS.</u></b>--When used with respect to a special education teacher who teaches core academic subjects exclusively to children who <u>are assessed against alternate achievement standards established under the regulations promulgated under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, such term means the teacher, whether new or not new to the profession, may either--</u></p> <p>(i) <u>meet the applicable requirements of section 9101 of such Act for any elementary, middle, or secondary school teacher who is new or not new to the profession; or</u></p> <p>(ii) <u>meet the requirements of subparagraph (B) or (C) of section 9101(23) of such Act as applied to an elementary school teacher, or, in the case of instruction above the elementary level, has subject matter knowledge appropriate to the level of instruction being provided, as determined by the State, needed to effectively teach to those standards.</u></p> <p>(D) <b><u>SPECIAL EDUCATION TEACHERS TEACHING MULTIPLE SUBJECTS.</u></b>--When used with respect to a special education teacher who teaches 2 or more core academic subjects exclusively to children with disabilities, such term means that the teacher may either--</p> <p>(i) <u>meet the applicable requirements of section 9101 of the Elementary and Secondary Education Act of 1965 for any</u></p> |         |

| Section in SEAA                  | Law | Citation                                              | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Initial |
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|                                  |     |                                                       |                   | <p><u>elementary, middle, or secondary school teacher who is new or not new to the profession;</u></p> <p>(ii) <u>in the case of a teacher who is not new to the profession, demonstrate competence in all the core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher who is not new to the profession under section 9101(23)(C)(ii) of such Act, which may include a single, high objective uniform State standard of evaluation covering multiple subjects; or</u></p> <p>(iii) <u>in the case of a new special education teacher who teaches multiple subjects and who is highly qualified in mathematics, language arts, or science, demonstrate competence in the other core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher under section 9101(23)(C)(ii) of such Act, which may include a single, high objective uniform State standard of evaluation covering multiple subjects, not later than 2 years after the date of employment.</u></p> <p>(E) <b>RULE OF CONSTRUCTION.</b> <u>--Notwithstanding any other individual right of action that a parent or student may maintain under this part, nothing in this section or part shall be construed to create a right of action on behalf of an individual student or class of students for the failure of a particular State educational agency or local educational agency employee to be highly qualified.</u></p> <p>(F) <b>DEFINITION FOR PURPOSES OF THE ESEA.</b> <u>--A teacher who is highly qualified under this paragraph shall be considered highly qualified for purposes of the Elementary and Secondary Education Act of 1965.</u></p> |         |
| J. Certified Personnel           | CFR | §300.26. Special education                            | 602               | [New requirement that each special education teacher meet the definition of "highly qualified" [in 20 U.S.C. 1401(10)] by the deadline established in 1119(a)(2) [by the end of the 2005-2006 school year]. (see above)]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
| K. Services to Expelled Students | CFR | §300.121(d). Free appropriate public education (FAPE) | 615               | NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
| K. Services to Expelled Students | CFR | §300.522. Determination of setting                    | 615               | <p>(k) <b>PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING.</b> --</p> <p>(2) <b>DETERMINATION OF SETTING.</b> <u>--The interim alternative educational setting in subparagraphs (C) and (G) of paragraph (1) shall be determined by the IEP Team.</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
| K. Services to Expelled Students | TEC | §37.004. Placement of Students with Disabilities      | 615               | <p>(k) <b>PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING.</b> --</p> <p>(1) <b>AUTHORITY OF SCHOOL PERSONNEL.</b> --</p> <p>(A) <b>CASE-BY-CASE DETERMINATION.</b> <u>-- School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |

| Section in SEAA | Law | Citation | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Initial |
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|                 |     |          |                   | <p>conduct.</p> <p>(B) <b>AUTHORITY.</b>--School personnel under this subsection may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities).</p> <p>(C) <b>ADDITIONAL AUTHORITY.</b>--If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to subparagraph (E), the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, except as provided in section 612(a)(1) although it may be provided in an interim alternative educational setting.</p> <p>(D) <b>SERVICES.</b>--A child with a disability who is removed from the child's current placement under subparagraph (G) (irrespective of whether the behavior is determined to be a manifestation of the child's disability) or subparagraph (C) shall--</p> <p>(i) continue to receive educational services, as provided in section 612(a)(1), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and</p> <p>(ii) receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.</p> <p>(E) <b>MANIFESTATION DETERMINATION.</b>--</p> <p>(i) <b>IN GENERAL.</b>--Except as provided in subparagraph (B), within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the IEP Team (as determined by the parent and the local educational agency) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine--</p> <p>(I) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or</p> <p>(II) if the conduct in question was</p> |         |

| Section in SEAA | Law | Citation | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Initial |
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|                 |     |          |                   | <p><u>the direct result of the local educational agency's failure to implement the IEP.</u></p> <p>(ii) <b>MANIFESTATION.</b> <u>--If the local educational agency, the parent, and relevant members of the IEP Team determine that either subclause (i) or (ii) of clause (i) is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.</u></p> <p>(F) <b>DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION.</b> <u>--If the local educational agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall--</u></p> <p>(i) <u>conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement described in subparagraph (C) or (G);</u></p> <p>(ii) <u>in the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and</u></p> <p>(iii) <u>except as provided in subparagraph (G), return the child to the placement from which the child was removed, unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.</u></p> <p>(G) <b>SPECIAL CIRCUMSTANCES.</b> <u>--School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child--</u></p> <p>(i) <u>carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;</u></p> <p>(ii) <u>knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or</u></p> <p>(iii) <u>has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.</u></p> <p>(H) <b>NOTIFICATION.</b> <u>--Not later than the date</u></p> |         |

| Section in SEAA                                            | Law | Citation                                                          | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Initial |
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|                                                            |     |                                                                   |                   | <p><u>on which the decision to take disciplinary action is made, the local educational agency shall notify the parents of that decision, and of all procedural safeguards accorded under this section.</u></p> <p>(3) <b>APPEAL.--</b></p> <p>(A) <b>IN GENERAL.--</b>The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination under this subsection, or a local educational agency that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing.</p> <p>(B) <b>AUTHORITY OF HEARING OFFICER.--</b></p> <p>(i) <b>IN GENERAL.--</b>A hearing officer shall hear, and make a determination regarding, an appeal requested under subparagraph (A).</p> <p>(ii) <b>CHANGE OF PLACEMENT ORDER.--</b>In making the determination under clause (i), the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may--</p> <p>(I) <u>return a child with a disability to the placement from which the child was removed; or</u></p> <p>(II) <u>order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.</u></p> <p>(4) <b>PLACEMENT DURING APPEALS.--</b>When an appeal under paragraph (3) has been requested by either the parent or the local educational agency--</p> <p>(A) the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in paragraph (1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise; and</p> <p>(B) <u>the State or local educational agency shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.</u></p> |         |
| L. Allowable Expenditures of State Special Education Funds | TAC | §89.1125. Allowable Expenditures of State Special Education Funds | 613               | <p>(4) <b>PERMISSIVE USE OF FUNDS.--</b></p> <p>(A) <b>USES.--</b>Notwithstanding paragraph (2)(A) or section 612(a)(17)(B) (relating to commingled funds), funds provided to the local educational agency under this part may be used for the following activities:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |

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|                 |     |          |                   | <p>(i) <b>SERVICES AND AIDS THAT ALSO BENEFIT NONDISABLED CHILDREN.</b>--For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the individualized education program of the child, even if 1 or more nondisabled children benefit from such services.</p> <p>(ii) <b>EARLY INTERVENING SERVICES.</b>--<u>To develop and implement coordinated, early intervening educational services in accordance with subsection (f).</u></p> <p>(iii) <b>HIGH COST EDUCATION AND RELATED SERVICES.</b>--<u>To establish and implement cost or risk sharing funds, consortia, or cooperatives for the local educational agency itself, or for local educational agencies working in a consortium of which the local educational agency is a part, to pay for high cost special education and related services.</u></p> <p>(B) <b>ADMINISTRATIVE CASE MANAGEMENT.</b>--A local educational agency may use funds received under this part to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the individualized education program of children with disabilities, that is needed for the implementation of such case management activities.</p> <p>(5) <b>TREATMENT OF CHARTER SCHOOLS AND THEIR STUDENTS.</b>--In carrying out this part with respect to charter schools that are public schools of the local educational agency, the local educational agency--</p> <p>(A) <u>serves children with disabilities attending those charter schools in the same manner as the local educational agency serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the local educational agency has a policy or practice of providing such services on the site to its other public schools; and</u></p> <p>(B) provides funds under this part to those charter schools--</p> <p>(i) <u>on the same basis as the local educational agency provides funds to the local educational agency's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and</u></p> <p>(ii) <u>at the same time as the agency distributes other Federal funds to the agency's other public schools, consistent with the State's charter school law.</u></p> |         |

| Section in SEAA                                            | Law | Citation                                 | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Initial |
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| L. Allowable Expenditures of State Special Education Funds | TAC | §105.11. Maximum Allowable Indirect Cost | 613               | <p>(C) <b>ADJUSTMENT TO LOCAL FISCAL EFFORT IN CERTAIN FISCAL YEARS.--</b></p> <p>(i) <b><u>AMOUNTS IN EXCESS.--</u></b><br/> <u>Notwithstanding clauses (ii) and (iii) of subparagraph (A), for any fiscal year for which the allocation received by a local educational agency under section 611(f) exceeds the amount the local educational agency received for the previous fiscal year, the local educational agency may reduce the level of expenditures otherwise required by subparagraph (A)(iii) by not more than 50 percent of the amount of such excess.</u></p> <p>(ii) <b><u>USE OF AMOUNTS TO CARRY OUT ACTIVITIES UNDER ESEA.--</u></b><br/> <u>If a local educational agency exercises the authority under clause (i), the agency shall use an amount of local funds equal to the reduction in expenditures under clause (i) to carry out activities authorized under the Elementary and Secondary Education Act of 1965.</u></p> <p>(iii) <b><u>STATE PROHIBITION.--</u></b><br/> <u>Notwithstanding clause (i), if a State educational agency determines that a local educational agency is unable to establish and maintain programs of free appropriate public education that meet the requirements of subsection (a) or the State educational agency has taken action against the local educational agency under section 616, the State educational agency shall prohibit the local educational agency from reducing the level of expenditures under clause (i) for that fiscal year.</u></p> <p>(iv) <b><u>SPECIAL RULE.--</u></b><u>The amount of funds expended by a local educational agency under subsection (f) shall count toward the maximum amount of expenditures such local educational agency may reduce under clause (i).</u></p> <p>(f) <b><u>EARLY INTERVENING SERVICES.--</u></b></p> <p>(1) <b><u>IN GENERAL.--</u></b><u>A local educational agency may not use more than 15 percent of the amount such agency receives under this part for any fiscal year, less any amount reduced by the agency pursuant to subsection (a)(2)(C), if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.</u></p> <p>(2) <b><u>ACTIVITIES.--</u></b><u>In implementing coordinated,</u></p> |         |



| Section in SEAA | Law | Citation | IDEA '04 citation | Change in statute [changes are underlined]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Initial |
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|                 |     |          |                   | <p><u>early intervening services under this subsection, a local educational agency may carry out activities that include--</u></p> <p>(A) <u>professional development (which may be provided by entities other than local educational agencies) for teachers and other school staff to enable such personnel to deliver scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and</u></p> <p>(B) <u>providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.</u></p> <p>(3) <b>CONSTRUCTION.</b>--<u>Nothing in this subsection shall be construed to limit or create a right to a free appropriate public education under this part.</u></p> <p>(4) <b>REPORTING.</b>--<u>Each local educational agency that develops and maintains coordinated, early intervening services under this subsection shall annually report to the State educational agency on--</u></p> <p>(A) <u>the number of students served under this subsection; and</u></p> <p>(B) <u>the number of students served under this subsection who subsequently receive special education and related services under this title during the preceding 2-year period.</u></p> |         |

INITIAL REPORT OF BENEFITS OR CAMPAIGN CONTRIBUTIONS  
CONFERRED ON MEMBERS OF OR CANDIDATES FOR THE STATE  
BOARD OF EDUCATION

For the period May 12, 2000 to the present

Individual making report: JERRY M PRATER  
(Please Print or Type Full Name)

Employer or Company Represented: Richland Collegiate High School  
(Please Print or Type Full Name)

Position/Title: Board Chairman  
(Please Print or Type Full Name)

Services Rendered to SBOE or Contract, Grant, or Charter Issued by SBOE

**Transaction 1.**

DATE \_\_\_\_\_

AMOUNT \_\_\_\_\_

NAME OF PERSON (S) RECEIVING BENEFIT OR CONTRIBUTION

DETAILED DESCRIPTION OF EXPENDITURE \_\_\_\_\_

**Transaction 2.**

DATE \_\_\_\_\_

AMOUNT \_\_\_\_\_

INITIAL REPORT OF BENEFITS OR CAMPAIGN CONTRIBUTIONS  
CONFERRED ON MEMBERS OF OR CANDIDATES FOR THE STATE  
BOARD OF EDUCATION

For the period May 12, 2000 to the present

NAME OF PERSON (S) RECEIVING BENEFIT OR CONTRIBUTION

\_\_\_\_\_

DETAILED DESCRIPTION OF EXPENDITURE \_\_\_\_\_

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Transaction 3.

DATE \_\_\_\_\_

AMOUNT \_\_\_\_\_

NAME OF PERSON (S) RECEIVING BENEFIT OR CONTRIBUTION

\_\_\_\_\_

DETAILED DESCRIPTION OF EXPENDITURE \_\_\_\_\_

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\_\_\_\_\_

Jerry M. Prafer 9/8/05

Print or Type Name of Organization President Date

 9/8/05

Signature of Organization President Date

RICHLAND COLLEGE OF THE  
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT  
Official Name of Charter Holder

1751213149-A4  
FEI No./Taxpayer ID

RICHLAND COLLEGIATE HIGH SCHOOL of Mathematics,  
Charter School Name Science, and Engineering -  
**TEXAS EDUCATION AGENCY**

County-District No.

**Division of Planning and Grant Reporting**

**General Application of Assurances for Federal Programs Administered by the**  
**U.S. Department of Education**

Authority for Data Collection: 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).

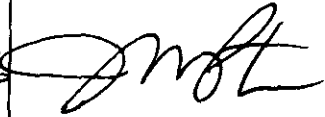
Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512) 463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

|                                                      |        |                      |                                                                                       |          |
|------------------------------------------------------|--------|----------------------|---------------------------------------------------------------------------------------|----------|
| Typed Name of Authorized Official of Charter Holder  | Date   | Telephone            | Authorized Original Signature (blue ink)                                              |          |
| JERRY PRATER                                         | 9/8/05 | 972 840 1515<br>x262 |  |          |
| Typed Title of Authorized Official of Charter Holder |        |                      |                                                                                       |          |
| Board Chairman                                       |        |                      |                                                                                       |          |
| Address of Charter Holder                            |        | City                 | State                                                                                 | Zip Code |
| 701 Elm 4th Floor                                    |        | Dallas               | TX                                                                                    | 75201    |

Return original to:

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

DF/GA/CS-001R03

## ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

**Assurance is hereby given that:**

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f \* of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
  - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
  - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

**AND**

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and  
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including —
  - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
  - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

\* Section 1232f, United States Code, Title 20, Education

## RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

DF/GA/CS-001R03

Boent

## SPECIAL EDUCATION 11<sup>TH</sup> GENERATION REVIEW

### Section 10: Special Needs Students and Programs

#### **Issues Identified:**

A number of issues involving almost every item in this section were identified as concerns for which contingencies were requested.

#### **Response:**

Replace Section 10, pages 60-63, with the following:

#### **a) Projected percentage of students who will require special education and related services:**

Based upon more than 20 years of experience in serving students with disabilities through the Richland College Disabilities Services Office (DSO) and an analysis of local school district enrollments, the Collegiate High School is projected to enroll about 10% of its students as students requiring special education and related services. This would mean serving about 20 students in the 2006-2007 school year and 40 students each year after that. However, students will be identified and served on an individual basis.

#### **b) How charter school staff members will seek out, identify, locate, and evaluate enrolled children with disabilities and those with disabilities who contact the school:**

A significant advantage for the Collegiate High School's special education program is the extensive experience and resources available through the DSO at Richland College. The independent activities of the DSO at Richland College help to create awareness among parents and disabled students of the opportunities Richland College offers to students with disabilities. In the 20+ years the DSO has served Richland students and the community, staff members have become quite adept at seeking out, identifying, locating, and evaluating students with disabilities. Although the current DSO activities have been focused on providing services under Section 504, the DSO provides an important base of experience and services for developing the Collegiate High School's special education program.

Because the Collegiate High School program serves grades 11 and 12, it is anticipated that the majority of students eligible for special education services will already be identified prior to enrolling at the High School. Nonetheless, the High School will incorporate a comprehensive Child Find program to identify individuals with disabilities or developmental delays. This program will support referrals from counselors, teachers, parents and students for special education evaluations. As a charter school, the Collegiate High School's Child Find responsibilities are limited to the High School's enrollment. Therefore, the Child Find program focuses on identifying students beginning at the inquiry and registration process and throughout a student's attendance at the High School.

First, the High School informational and registration materials will include information that special education services are available, to facilitate awareness of the opportunities available for students with special needs. Second, an initial opportunity to identify a student with special needs will occur as part of the enrollment process. Every student's enrollment procedure includes a comprehensive assessment, including a meeting with a DSO staff member. These meetings will help the Collegiate High School staff identify those students who previously received special education services and will continue to need services at the High School and to identify students who may benefit from a special education referral for evaluation. Third, the Collegiate High School's Child Find program will include instruction

for Collegiate High School personnel on how to recognize and initiate special education referrals. Collegiate High School counselors and teachers will receive training on the referral process. Additionally, teachers will receive particular training on recognizing classroom behavior or academic results that may signal a need for special education services. The program will also provide an opportunity for special education referral requests from parents and students. Finally, each student is assigned to a counselor, who will meet regularly with the student and monitor the student's progress. The continuity of this relationship provides a special opportunity to observe changes in the student's behavior or academic progress that may signal the need for a special education referral and evaluation. The DSO staff member will inform the student and parent(s)/guardian(s) of the office's services and conduct appropriate tests to determine the student's need for services.

To identify others with disabilities who contact the school, the Collegiate High School staff members will be trained by DSO staff members to identify individuals with possible disabilities through observation, inquiry, and conversation. The Collegiate High School staff members will have information regarding the services the DSO offers for persons with disabilities and will refer anyone with whom they come in contact who may have a disability or need special education services. The DSO staff will continue to provide Section 504 services to students with Section 504-only disabilities.

**c) How charter holder staff members will access qualified and/or licensed personnel to conduct special education assessments and participate as members of the multidisciplinary assessment team:**

The DSO currently maintains a staff of seven very qualified professionals with a broad range of experience in serving students with disabilities. Two of these professionals are licensed Professional Counselors and four have degrees in Rehabilitation Counseling. One of these four also has a degree in Speech Therapy, was previously employed as a resource teacher in the Dallas Independent School District, and has experience reviewing medical, psychological and educational evaluation data to determine eligibility for disability programs.

In addition to the current staff, the DSO will recruit and hire a licensed diagnostician to assist with the High School's special education program. The Collegiate High School is also in the process of naming a Special Education Director. The DSO staff will also receive training on the requirements and responsibilities of a Texas public school special education program to ensure that these professionals are fully equipped to provide appropriate assessment services to the High School's students.

The Collegiate High School's special education program and activities will be coordinated by the Special Education Director. The Special Education Director will be a member of the DSO staff. Upon receipt of a special education referral, the Director will make arrangements for the appropriate testing and evaluations as necessary and will facilitate communications with the parents. The appropriate professional needed to conduct an evaluation is dependent upon the basis of the referral. As referrals are made, the High School's Special Education Director will identify the appropriate professionals to conduct all necessary evaluations and assessments. The Director will arrange for evaluations by non-DSO staff as necessary.

The DSO already benefits from the partnerships it has developed with qualified and/or licensed professionals to assist with students who need additional services beyond those the DSO staff members can provide. These specialists are available to assist the DSO with conducting evaluations or providing services to special education students. For example, the DSO currently has ongoing relationships with many licensed professionals in areas such as psychology, psychiatry, and speech and occupational therapy

through its associations with organizations such as the University of Texas at Dallas Callier Center for Communication Disorders and Scottish Rite Hospital.

The particular professionals needed to participate as members of a student's multidisciplinary team will also vary based on the basis of the student's special education eligibility. The Special Education Director will coordinate an appropriate team for each special education student from the current staff, diagnostician, teachers, and, if necessary, additional contracted personnel who specialize in a student's area of suspected disability.

**d) How charter school staff members will have the capacity to provide special education and related services by appropriately certified and/or licensed personnel:**

Once a student's eligibility for special education services is established and parental consent is obtained, the Special Education Director will facilitate organizing the appropriate individuals to participate in the student's ARD committee, based on the student's eligibility for special education services. The ARD committee will meet and develop the student's Individualized Education Plan (IEP) in accordance with the requirements of state and federal law.

Accordingly, each student's IEP will mandate the necessary education and related service professionals required to provide FAPE for that student. Once these professionals are identified, the Special Education Director will plan for the appropriate personnel to serve that student and contract for outside professional services as required by the student's IEP, if there is no current qualified employee of Richland College. The Collegiate High School plans to recruit and employ appropriately certified special education teachers to support the needs of its students. Other related services may be provided by appropriate professionals who may be current employees of Richland College, or who may be outside independent contractors.

One important resource for identifying professionals who offer services in areas for which the DSO may not already have a relationship developed is through the Region X Educational Service Center Cooperative. The High School will join the ESC Region 10 Cooperative to utilize the resources and services available through that organization to identify and develop relationships with certified and/or licensed professionals to provide special education and related services not available at Richland College.

As indicated above, the DSO staff members have the skills needed to provide many of these services and the connections to qualified and/or licensed professionals to provide other services for High School students as the need for those services is identified.

**e) How charter school staff members will ensure a full continuum of placement options to meet the needs of students with disabilities:**

The charter applicant understands and acknowledges a public school's responsibility to provide a full continuum of placement options to meet the individualized needs of special education students. With this responsibility in mind, the High School is fully prepared to provide each special education student with an appropriate placement based on the student's individual needs. For each special education student, the ARD committee will identify an appropriate placement that meets the student's educational and behavioral needs in the least restrictive environment.

Many placement options are currently available for special education students, including placement in the regular classroom with appropriate accommodations, computer-based instruction, and technology-assisted classes. Students with disabilities may be placed in these classes with additional



support from appropriately certified special education teachers and provided any additional related services needed to help them succeed in these settings. In addition, the Collegiate High School is also prepared to recruit and hire a sufficient number of certified special education teachers as necessary to serve the needs of the school's special education students, including those needed to staff self-contained classrooms or other limited enrollment classes. However, due to the limited enrollment of the High School, it is premature to implement a significant number of new educational settings that may or may not be required by the students enrolled. Therefore, the hiring of these special education teachers will be contingent on the identification of special education students who require placement in self-contained or other limited settings.

For students whose disabilities preclude them from attending classes at a college, the DCCCD also offers an extensive distance education program. If appropriate, telecourses are available over local cable television channels and through videotapes that are exchanged between the student and the college library. Telecourses are supplemented by faculty members at the college, who direct listserves and e-mail groups for students to facilitate interaction and learning. The district's on-line eConnect system allows students to interact with instructors and to review syllabi, reading assignments, and their academic progress. This system even allows limited interaction among students regarding academic work. If a special education student's ARD committee determines that telecourses are an appropriate placement and that such a placement complies with the school's responsibility to provide the least restrictive environment, the student may access instruction via the telecourses, with additional support from special education teachers or other professionals, as necessary to implement the student's IEP.

The DSO is already experienced in developing specialized programs to fit the unique needs of students. For example, the DSO currently supports the Total Reintegration (TRI) Program for students who have experienced a traumatic brain injury. Through this program, individuals who have closed head injuries and related brain damages receive therapy and support to reacquire the skills they need to function more fully, with the goal of eventually entering higher education. TRI involves students with brain injuries in a campus-based remedial program that brings them back into the mainstream of community life. The college plays a major role in promoting social re-integration while the students with brain injuries are involved in remedial education, physical fitness and life skills classes. This is just one example of the DSO's current efforts to serve students with special needs.

**f) How charter school staff members will continue to provide a free and appropriate public education for expelled students eligible for special education services:**

Students expelled from the High School who are eligible for special education services will continue to receive services sufficient to allow the students to participate in the general curriculum and to progress in their individualized education plans. In response to the recommendations made by the expelled student's ARD committee, the High School will provide services at the student's home or another appropriate setting as necessary to insure that the student continues to receive the services required in accordance with federal and state law.

The Collegiate High School expects to be able to provide necessary services to expelled students by taking advantage of the resources made available to members of the ESC Region 10 Cooperative or, if necessary, entering into a shared services agreement to provide needed special education services not available through the DSO.

**g) Process to determine initial placement of transfer students eligible for special education services:**

Because Richland College is not a public school, all students are transfer students and will be treated in a like manner. Specifically, if there are more applicants than available openings, the Collegiate High School will accept new students according to a lottery system at the beginning of each school year. The High School will not enroll transfer students during the year. Successful lottery applicants are admitted to the High School and proceed through an extensive enrollment procedure, which includes a series of meetings and assessments with High School and college staff members. In this enrollment process, a DSO staff member will participate in meetings to inform the student and parent/guardian of the services the High School and college offer students with special needs and to encourage students to inform the DSO of their needs.

For a new student who is already identified as eligible for special education services and was being served under an IEP at his/her former school, the DSO will facilitate acquiring the student's records from the former school and will convene an ARD committee meeting to review the previous IEP. The ARD committee will be composed of the appropriate professionals, according to federal and state regulations, from the DSO staff and, as necessary, additional contracted professionals. Before the new school year begins, the ARD committee will meet and either: adopt the student's previous IEP, if appropriate; develop and implement a new IEP for the student, based on available evaluation data; or implement temporary special education services until additional evaluation data is obtained. If for some reason the DSO is unable to arrange for an ARD committee review of the current IEP prior to the beginning of the new school year, the High School will provide a special education placement and services comparable to those described in the student's previous IEP until such time as the ARD committee can meet to assess the appropriateness of the previous IEP.

**h) How the school will provide individually determined extended school year services for students whose ARD committee determines a need:**

For each special education student, the student's ARD committee will make a determination as to whether that student may have difficulty retaining the skills and knowledge acquired during the school year over the summer break or other long holiday breaks during the school year. This determination is made by the ARD committee based on an observance that the student requires a significant amount of time to recoup previously mastered skills following breaks in the school year. For each student that an ARD committee determines is in need of extended school year ("ESY") services, the ARD committee will develop an IEP for ESY services, with appropriate goals and objectives.

A distinct advantage for the High School's ability to provide ESY services is that DCCCD currently operates on a year-round schedule; therefore all forms of instruction are offered throughout the calendar year, including classes, individualized experiences on campus, distance learning and supplemental services. The DSO will coordinate the educational and other related services deemed necessary by the ARD committee for each special education student determined to need ESY services. The ESY educational and related services will be provided by appropriately certified special education teachers from the High School, DSO staff, and other contracted professionals as appropriate, based on each student's IEP.

**i) How the school will meet the needs of students with dyslexia:**

The DSO will develop a program for dyslexia services for High School students that is consistent with the mandates of state and federal law and incorporates appropriate procedures for identifying the need for a dyslexia assessment, screening for dyslexia and related disorders by trained professionals, assessment of a student's need for dyslexia services, and an appropriate instructional program for dyslexia.

Generally, state law and regulations focus on identifying and assessing a student for dyslexia as early as possible in the student's educational career. However, the charter applicant acknowledges that if a student fails to make expected academic progress at any grade level, the student's needs should be evaluated. The High School and DSO will implement appropriate procedures to identify students who may not have been previously diagnosed with dyslexia, but exhibit the characteristics of dyslexia or exhibit poor performance in reading, writing or spelling that is significant, based on the grade level.

Counselors will be charged with evaluating and monitoring High School students' progress. The counselor assigned to monitor a students' progress will have an effective opportunity to observe reading difficulties or insufficient progress in courses that include a significant reading or writing component. The counselor's regular interaction with the student will also allow the counselor an opportunity to rule out other factors impacting the student's lack of progress and make a referral for dyslexia assessment as necessary. Counselors will be instructed to document evidence that a student is struggling with reading or related courses and collect additional information to determine if a dyslexia assessment is necessary, including, if appropriate, the results of vision and/or hearing tests, teacher reports of classroom behavior, accommodations or modifications provided in the classroom, progress reports, parent input, and any other information that may be useful in evaluating the student's needs. In addition to referrals from counselors, the DSO will also consider referrals for dyslexia assessment from students, parents and faculty. High School students will regularly attend a study hall period to receive assistance with coursework. These sessions will afford an additional opportunity for staff to identify a student who evidences difficulty with reading or assignments that require a significant amount of reading or writing and refer these observations to the student's counselor.

Following a referral and parent consent, the student will be evaluated using appropriate tests and assessments by professionals trained in assessments to evaluate students for dyslexia and related disorders, as required by state regulation. A committee of persons familiar with the student, including the student's counselor, a DSO staff member with appropriate knowledge of dyslexia and dyslexia instruction, and others knowledgeable about the student and the evaluation data will determine if the student has dyslexia, according to the guidelines prescribed by state law and regulations. For students eligible for special education services who also meet the criteria for dyslexia, a staff member with knowledge of dyslexia and dyslexia instruction may participate in the development of the student's IEP, to insure that appropriate dyslexia services are provided consistent with the student's other special needs.

For students determined to have dyslexia, the High School will provide an appropriate instructional program that meets the elements required by law. If appropriately trained staff is not available to administer the program, then the DSO will recruit a teacher trained in dyslexia instructional strategies, provide a current staff member with appropriate professional development and training, or contract with an outside professional.

**j) How the school will meet the needs of children who qualify for Section 504:**

The DSO has served Richland College students with disabilities for more than 20 years. The office serves 500-700 students with disabilities each semester. The DSO staff currently includes seven very qualified professionals — the director, four special populations advisors, a coordinator of interpreter services, and a department assistant — with an accumulated experience of working with disabled students that exceeds 90 years. Richland College has already designated a Section 504 Coordinator. In preparation for the additional responsibilities and demands upon this office in relation to the addition of the High School program, a diagnostician will be added to the DSO staff. Other staff positions may be considered as necessary to adequately support the needs of the entire student population. The DSO staff is fully prepared to serve the needs of High School students that qualify for disability services.

The DSO currently promotes self-identification for disability services by providing informational material that explains in layman terms the applicable laws related to disability services for students – Section 504 of the Federal Rehabilitation Act ("Section 504") and Title II of the Americans with Disabilities Act ("ADA"). These materials also provide guidance for students regarding the services and accommodations available to students with disabilities and useful information for faculty, staff and students about understanding and interacting with disabled students.

Admittedly, much of the organization's current program is based on self-identification, which is appropriate for a college-level student body. The focus on self-identification for Section 504 services will be altered for the High School program to also promote identification and referrals by faculty, staff, counselors and parents, as well as the students themselves. The DSO staff will educate the faculty and other school personnel on identifying students who may qualify for modifications or accommodations under Section 504, utilizing the materials and resources available from the regional education service centers, as well as the DSO staff's own extensive experience serving disabled students.

In particular, the High School program includes regular interaction between each student and a counselor assigned to follow that student's progress. The continuity of this regular interaction and monitoring will facilitate referrals for Section 504 services by counselors – if/when a counselor recognizes a student struggling in a particular area or having difficulty acquiring particular skills.

Upon receipt of a referral for Section 504 services, the DSO will arrange for appropriate testing and evaluation to determine eligibility, if necessary. For students with an eligible disability or impairment under Section 504, the DSO will develop a Section 504 Plan, in consultation with the parents, teacher and any other appropriate school personnel, to provide necessary accommodations and/or modifications to eliminate any barriers to the student's educational experience in the regular classroom. Parents will be informed of all services and options available to the student, as required by federal law.

The DSO is well prepared to provide services to ensure that each student eligible for Section 504 accommodations is able to participate in the regular classroom experience. Following are examples of the services that DCCCD currently provides, which will be available to the High School students:

- Sign language interpreting
- Computer-aided real-time (CART) translation
- Note-taking
- Tutoring
- Reader/scribe services
- Assistive technology
- Loans of specialized equipment
- Large print materials
- Academic and career advisement services
- Special testing arrangements
- Priority registration
- Information and referrals services.

Richland College and the DCCCD currently meet the needs of all students who qualify for Section 504. At Richland College, these services are provided through the DSO as outlined above. The campus is fully accessible to the mobility impaired and is frequently inspected to assure Section 504 regulations continue to be met in all respects.



# Richland College

DALLAS COUNTY COMMUNITY COLLEGES

May 25, 2006

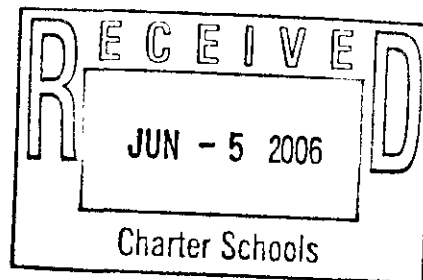
Erika Pierce  
Charter School Applications  
Division of Charter Schools  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701

Dear Erika:

I am enclosing the biographical affidavit for Kristyn Edney, the new Principal of the Richland Collegiate High School of Mathematics, Science, and Engineering. She replaces our previous Principal, Theresa Williams, who received an offer she could not refuse from a nearby school district.

Thank you for your assistance in this matter.

David B. Canine  
Deputy Superintendent



**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**  
Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

**Check all that apply:**

- ☐ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☐ Member of the governing body of the charter school
- ☒ School officer Principal  
State Position as defined in TEC, §12.1012

**Full Name of Sponsoring Entity** Dallas County Community College District -

**Full Name of Proposed Charter School** Richland Collegiate High School of Mathematics, Science, and Engineering

*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) Kristyn Kay Edney
2. Have you ever had your name changed or used another name? Yes  
If yes, give reason for the change: Marriage  
Maiden Name (if female): Durham  
Other names used at any time: Durham-Edney
3. State your current home address: 9017 Royal Burgess Drive, Rowlett, TX 75089
4. State your current home telephone number: 972.475.0007
5. Education: Dates, Names, Locations and Degrees  
College: Texas A & M University, College Station, May 1993, B.A.  
Graduate Studies: Texas A & M, Commerce, TX Dec. 2000, Masters of Science  
Others: Texas A & M, Commerce, TX Dec 2005, Doctor of Education
6. List membership(s) in professional societies and associations: TASSP, ASCD, Phi Delta Kappa
7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES       | EMPLOYER         | ADDRESS                            | POSITION                |
|-------------|------------------|------------------------------------|-------------------------|
| Aug. 1994   | Garland ISD      | 3505 Hayman, Garland, TX 75043     | ESL Teacher             |
| Aug. 2000   | Garland ISD      | 4843 Naaman Forest, Garland, TX    | Administrative. Intern  |
| March, 2001 | Garland ISD      | 3505 Hayman, Garland, TX 75043     | Summer School Principal |
| July, 2001  | Garland ISD      | 2109 Buckingham, Garland, TX 75042 | Assistant Principal     |
| April, 2006 | Richland College | 12800 Abrams Rd. Dallas, TX 75243  | Principal, RCHS         |

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

N/A

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|-------|-------------------------------|---------|----------|
|-------|-------------------------------|---------|----------|

N/A

12. List all previous experience with any charter school management company:

| DATES | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------|--------------------|---------|----------|
|-------|--------------------|---------|----------|

N/A

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? Yes If so, please state the compensation you expect to receive. \$ 72,050.  
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. None

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details: \_\_\_\_\_

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No If so, give details:

20. Have you ever been adjudged bankrupt? No If so, give details:

21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No If so, give details:

Dated and signed this 31 day of May, 2006.

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.

Kristyn K. Edney  
(Signature of Affiant)

VERIFICATION

State of TEXAS  
County of DALLAS

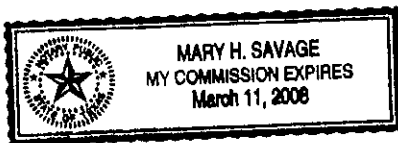
On this day, Kristyn Edney (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 31<sup>ST</sup> day of MAY, 2006.

Mary H. Savage  
(Notary Public)

(SEAL)

My commission expires 3-11-08





## LEGAL REVIEW OF GENERATION 10 APPLICATION

(Revised 1/9/06)

**Proposed Charter School:** Richland Collegiate High School of Mathematics, Science and Engineering

**Sponsoring Entity:** Dallas County Community College District

| AREAS REVIEWED    | Issues Identified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Comments 1/9/06                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Admissions Policy | <ul style="list-style-type: none"> <li>Numerous pages of the application reflect that the proposed school will only accept students who have earned enough high school credits to graduate within two years, passed certain courses in the 9<sup>th</sup> and 10<sup>th</sup> grades, and passed the TAKS test for 10<sup>th</sup> grade (pp. 28, 115). A charter school may not base admissions on past academic performance. Therefore, it would not be permissible for the proposed school to limit enrollment to only those students who have previously passed certain courses and/or achievement tests. While it is permissible for a school to limit enrollment to certain grade levels, the school will need to carefully define what constitutes an 11<sup>th</sup> or 12<sup>th</sup> grader so that admission is open to any 11<sup>th</sup> or 12<sup>th</sup> grader regardless of past academic performance.</li> <li>The coversheet and pages 4, 58, and 65 contain somewhat conflicting information regarding enrollment during the first year of operation. Page 65 reflects that the proposed school primarily seeks to admit 200 11<sup>th</sup> graders but that it may admit a few 12<sup>th</sup> graders who demonstrate</li> </ul> | <ul style="list-style-type: none"> <li>Mr. Canine agreed to revise the education plan (Sec. 3b) on p. 28 to reflect that applicants will not be required to have accumulated a certain number of credits or to have passed the 10<sup>th</sup> grade TAKS in order to be eligible for admission.</li> <li>Mr. Canine stated that the coversheet will be revised to reflect that only 11<sup>th</sup> grade students will be admitted during the schools first year of operation. Pages 58 and 65 will also be revised to reflect that only 11<sup>th</sup> graders will be admitted the first year.</li> </ul> | <ul style="list-style-type: none"> <li>The revision to 3b) on pp. 28-30 is still not acceptable due to the statement that 11<sup>th</sup> grade will be defined as "being in a position to earn sufficient high school credits to be eligible for graduation within two years." You cannot require an applicant to have accumulated a certain number of credits. You can, however, state that applicants must be eligible to enter the 11<sup>th</sup> or 12<sup>th</sup> grade the next school year.</li> <li>A revised coversheet was not provided.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>“special circumstances.” The school must be open to all eligible applicants and should not be admitting 12<sup>th</sup> graders on a case-by-case basis. The applicant could serve only 11<sup>th</sup> graders during the first year of operation or could designate a very small number of slots for 12<sup>th</sup> graders but admit those 12<sup>th</sup> graders on an equal basis.</b></p> <ul style="list-style-type: none"> <li>• It is unclear from the answer to item “f)” on p. 59 how the school will handle applications that are received after the lottery has been conducted.</li> <li>• The admissions application, enrollment form(s), and promotional materials must be submitted for review.</li> </ul> | <ul style="list-style-type: none"> <li>• Mr. Canine stated that the response to “f)” on p. 59 will clarify that the names of applicants who file applications outside of the application period will be added to the waiting list after the names of any applicants who timely applied but were not admitted through the lottery.</li> <li>• Mr. Canine stated that he would provide copies of the admissions application, enrollment forms, and any promotional materials to be used.</li> </ul> | <ul style="list-style-type: none"> <li>• The revision on p. 59 is still confusing. I suggest revising it as follows:<br/><br/><i>An application received after the application deadline will be added to the waiting list after the names of applicants who were not admitted through the lottery or will be offered admission if there is no waiting list and a vacancy exists.</i></li> <li>• The admissions application should include a statement that the school is permitted to exclude students with criminal offenses, etc. under TEC § 12.111(a)(6). In addition the nondiscrimination statement at the bottom of the form does not include all of the language required by TEC § 12.111(a)(6).</li> <li>• A separate enrollment form that is provided once a student has been offered admission and is enrolling should be provided.</li> </ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## LEGAL REVIEW OF GENERATION 10 APPLICATION

(Revised 11/10/05)

Proposed Charter School:      Richland Collegiate High School of Mathematics, Science and Engineering

Sponsoring Entity:              Dallas County Community College District

| AREAS REVIEWED          | Issues Identified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Comments                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Biographical Affidavits | <ul style="list-style-type: none"> <li>Marion Boyle's affidavit did not include an appropriate response to question 20 regarding whether she has ever been adjudged bankrupt. A new affidavit must be submitted.</li> <li>Stephen Mittelstet's affidavit fails to include answers to questions 18 through 21 (p. 92). A new affidavit must be submitted.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>These issues were discussed with Mr. Canine, who stated that new affidavits would be submitted.</li> <li>Mr. Canine advised me that a new board member has been added and that a business manager has been hired. Affidavits for these two individuals will also be submitted.</li> <li>The list of board members on p. 49 will also be revised.</li> </ul> |
| Teacher Qualifications  | <ul style="list-style-type: none"> <li>Page 44 reflects that all the teachers will be faculty members of Richland College. It is unclear whether the teachers will meet the "highly qualified" standard required for core academic area teachers under the NCLB Act.</li> <li>It is unclear whether the proposed school will have teachers certified in special education.</li> <li>It is unclear whether the proposed school will have teachers certified in bilingual education or ESL. Page 26 states that students requiring bilingual/ESL will enter the college's extensive English for Speakers of Other Languages (ESOL) program. Under TEC § 29.061, which applies to charter schools, a teacher assigned to a bilingual education, an ESL, or other special language</li> </ul> | <p>These issues were discussed with Mr. Canine who stated that the sections of the application <del>identified will be revised to reflect</del> that all teachers will possess the appropriate qualifications.</p>                                                                                                                                                                                 |

*Boyle - OK*  
*Mittelstet - OK*  
*OK*  
*OK*  
*OK*

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>program must be appropriately certified. Therefore, the teachers in the ESOL program must be certified in order to teach the charter school students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Admissions Policy | <ul style="list-style-type: none"> <li>Numerous pages of the application reflect that the proposed school will only accept students who have earned enough high school credits to graduate within two years, passed certain courses in the 9<sup>th</sup> and 10<sup>th</sup> grades, and passed the TAKS test for 10<sup>th</sup> grade (pp. 28, 115). A charter school may not base admissions on past academic performance. Therefore, it would not be permissible for the proposed school to limit enrollment to only those students who have previously passed certain courses and/or achievement tests. While it is permissible for a school to limit enrollment to certain grade levels, the school will need to carefully define what constitutes an 11<sup>th</sup> or 12<sup>th</sup> grader so that admission is open to any 11<sup>th</sup> or 12<sup>th</sup> grader regardless of past academic performance.</li> <li>The coversheet and pages 4, 58, and 65 contain somewhat conflicting information regarding enrollment during the first year of operation. Page 65 reflects that the proposed school primarily seeks to admit 200 11<sup>th</sup> graders but that it may admit a few 12<sup>th</sup> graders who demonstrate "special circumstances." The school must be open to all eligible applicants and should not be admitting 12<sup>th</sup> graders on a case-by-case basis. The applicant could serve only 11<sup>th</sup> graders during the first year of operation or could designate a very small number of slots for 12<sup>th</sup> graders but admit those 12<sup>th</sup></li> </ul> | <ul style="list-style-type: none"> <li>Mr. Canine agreed to revise the education plan (Sec. 3b) on p. 28 to reflect that applicants will not be required to have accumulated a certain number of credits or to have passed the 10<sup>th</sup> grade TAKS in order to be eligible for admission.</li> <li>Mr. Canine stated that the coversheet will be revised to reflect that only 11<sup>th</sup> grade students will be admitted during the schools first year of operation. Pages 58 and 65 will also be revised to reflect that only 11<sup>th</sup> graders will be admitted the first year.</li> </ul> |

*Still 1 prob.*

*Coversheet ~~is~~ not provided  
let else ok.*

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <p>graders on an equal basis.</p> <ul style="list-style-type: none"> <li>It is unclear from the answer to item "f)" on p. 59 how the school will handle applications that are received after the lottery has been conducted.</li> <li>The admissions application, enrollment form(s), and promotional materials must be submitted for review.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Mr. Canine stated that the response to "f)" on p. 59 will clarify that the names of applicants who file applications outside of the application period will be added to the waiting list after the names of any applicants who timely applied but were not admitted through the lottery.</li> <li>Mr. Canine stated that he would provide copies of the admissions application, enrollment forms, and any promotional materials to be used.</li> </ul> |
| Other | <ul style="list-style-type: none"> <li>Although Legal staff typically defers to Special Education staff to review special education compliance issues, this reviewer noticed a number of concerns in the area of special education (e.g., whether certified special education staff will be available, whether a continuum of placement options will be available, whether IEPs and other educational decisions will be developed by an ARD committee, etc.). For instance, page 21 reflects that the college's Disabilities Services Office will manage enrollments for special education students and that a counselor in this office will develop a learning plan appropriate to that student's education needs. This practice would not comply with the Individuals with Disabilities Education Act (IDEA).</li> <li>Although Legal staff will defer to Financial Audit staff regarding student attendance accounting issues, this reviewer noticed a number of issues relating to student attendance accounting: <ul style="list-style-type: none"> <li>whether students will actually receive at least four hours of</li> </ul> </li> </ul> | <p>Legal Services is not requiring any action with regard to the items in this section. These issues should be by staff in the Audits and Special Education Divisions.</p>                                                                                                                                                                                                                                                                                                                    |

No  
~~enroll~~  
 mess app not ok.  
 enroll form must be  
 separate

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                   | <p>instruction each day</p> <ul style="list-style-type: none"> <li>○ whether the study hall that students will be required to attend when not in class qualifies as instructional time under current TEA guidelines</li> <li>○ whether special education instruction will not be delivered by certified special education instructors</li> </ul>                                                                                                                                         |                                                                                                                |
| <b>Facilities</b> | <ul style="list-style-type: none"> <li>• The charter holder needs to submit a copy of the occupancy certificate for the building to be used as the school facility. The occupancy certificate must show that the building has been approved for the operation of a <u>school</u>.</li> <li>• The charter holder must complete the attached form that relates to the local agency that issues occupancy certificates in the jurisdiction where the new school will be located.</li> </ul> | <p>These issues were discussed with Mr. Canine, who stated that he will provide the requested information.</p> |

edu/ *After...*

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nonprofit Status</b> | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Other</b>            | <ul style="list-style-type: none"> <li>Although Legal staff typically defers to Special Education staff to review special education compliance issues, this reviewer noticed a number of concerns in the area of special education (e.g., whether <i>certified special education staff will be available, whether a continuum of placement options will be available, whether IEPs and other educational decisions will be developed by an ARD committee, etc.</i>). For instance, page 21 reflects that the college's Disabilities Services Office will manage enrollments for special education students and that a counselor in this office will develop a learning plan appropriate to that student's education needs. This practice would not comply with the Individuals with Disabilities Education Act (IDEA).</li> <li>Although Legal staff will defer to Financial Audit staff regarding student attendance accounting issues, this reviewer noticed a number of issues relating to student attendance accounting: <ul style="list-style-type: none"> <li>whether students will actually receive at least four hours of instruction each day</li> <li>whether the study hall that students will be required to attend when not in class qualifies as instructional time under current TEA guidelines</li> <li>whether special education instruction will not be delivered by certified special education instructors</li> </ul> </li> </ul> |
| <b>Facilities</b>       | <ul style="list-style-type: none"> <li>The charter holder needs to submit a copy of the occupancy certificate for the building to be used as the school facility. The occupancy certificate must show that the building has been approved for the operation of a <u>school</u>.</li> <li>The charter holder must complete the attached form that relates to the local agency that issues occupancy certificates in the jurisdiction where the new school will be located.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

No action  
req'd

city of  
Dallas



## LEGAL REVIEW OF GENERATION 10 APPLICATION

**Proposed Charter School:** Richland Collegiate High School of Mathematics, Science and Engineering

**Sponsoring Entity:** Dallas County Community College District

| AREAS REVIEWED                 | Issues Identified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Governance Structure</b>    | The sponsoring entity is a community college district.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Biographical Affidavits</b> | <ul style="list-style-type: none"> <li>• Marion Boyle's affidavit did not include an appropriate response to question 20 regarding whether she has ever been adjudged bankrupt. A new affidavit must be submitted.</li> <li>• Stephen Mittelstet's affidavit fails to include answers to questions 18 through 21 (p. 92). A new affidavit must be submitted.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Teacher Qualifications</b>  | <ul style="list-style-type: none"> <li>• Page 44 reflects that all the teachers will be faculty members of Richland College. It is unclear whether the teachers will meet the "highly qualified" standard required for core academic area teachers under the NCLB Act.</li> <li>• It is unclear whether the proposed school will have teachers <u>certified</u> in special education.</li> <li>• It is unclear whether the proposed school will have teachers <u>certified</u> in bilingual education or ESL. Page 26 states that students requiring bilingual/ESL will enter the college's extensive English for Speakers of Other Languages (ESOL) program. Under TEC § 29.061, which applies to charter schools, a teacher assigned to a bilingual education, an ESL, or other special language program must be appropriately certified. Therefore, the teachers in the ESOL program must be certified in order to teach the charter school students.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Admissions Policy</b>       | <ul style="list-style-type: none"> <li>• Numerous pages of the application reflect that the proposed school will only accept students who have earned enough high school credits to graduate within two years, passed certain courses in the 9<sup>th</sup> and 10<sup>th</sup> grades, and passed the TAKS test for 10<sup>th</sup> grade (pp. 28, 115). A charter school may not base admissions on past academic performance. Therefore, it would not be permissible for the proposed school to limit enrollment to only those students who have previously passed certain courses and/or achievement tests. While it is permissible for a school to limit enrollment to certain grade levels, the school will need to carefully define what constitutes an 11<sup>th</sup> or 12<sup>th</sup> grader so that admission is open to any 11<sup>th</sup> or 12<sup>th</sup> grader regardless of past academic performance.</li> <li>• The coversheet and pages 4, 58, and 65 contain somewhat conflicting information regarding enrollment during the first year of operation. Page 65 reflects that the proposed school primarily seeks to admit 200 11<sup>th</sup> graders but that it may admit a few 12<sup>th</sup> graders who demonstrate "special circumstances." The school must be open to all eligible applicants and should not be admitting 12<sup>th</sup> graders on a case-by-case basis. The applicant could serve only 11<sup>th</sup> graders during the first year of operation or could designate a very small number of slots for 12<sup>th</sup> graders but admit those 12<sup>th</sup> graders on an equal basis.</li> <li>• It is unclear from the answer to item "f)" on p. 59 how the school will handle applications that are received after the lottery has been conducted.</li> <li>• If a charter is granted, the admissions application, enrollment form(s), and promotional materials should be submitted during the contingency</li> </ul> |

*Assuming that took certain courses.*

|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                          | process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Nonprofit Status</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Other</b>                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Although Legal staff typically defers to Special Education staff to review special education compliance issues, this reviewer noticed a number of concerns in the area of special education (e.g., whether certified special education staff will be available, whether a continuum of placement options will be available, whether IEPs and other educational decisions will be developed by an ARD committee, etc.). For instance, page 21 reflects that the college's Disabilities Services Office will manage enrollments for special education students and that a counselor in this office will develop a learning plan appropriate to that student's education needs. This practice would not comply with the Individuals with Disabilities Education Act (IDEA).</li> <li>Although Legal staff will defer to Financial Audit staff regarding student attendance accounting issues, this reviewer noticed a number of issues relating to student attendance accounting: <ul style="list-style-type: none"> <li>whether students will actually receive at least four hours of instruction each day</li> <li>whether the study hall that students will be required to attend when not in class qualifies as instructional time under current TEA guidelines</li> <li>whether special education instruction will <del>not</del> be delivered by certified special education instructors</li> </ul> </li> </ul> |
| <b>Application Preparer</b>                                                                                                                                                                                                                                                                                                                                                                                                              | David Canine (administrator at DCCCD)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>This application contains some serious admissions problems because the admissions criteria is largely based on a student's past academic achievement. The application also raises serious concerns in the areas of teacher qualifications, special education, and student attendance accounting. In order for this application to comply with applicable laws, a number of elements of the proposed plan will need to be changed.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



**APPLICATION FOR ADMISSION - FALL 2006**  
**Richland Collegiate High School of Mathematics, Science, and Engineering**

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
First MI Last

Address: \_\_\_\_\_  
Street Apt #  
City County State / Zip Code

Applicant's telephone number: \_\_\_\_\_

Applicant's e-mail address: \_\_\_\_\_

School district of residence: \_\_\_\_\_

Current grade in school: (circle one)      Sophomore      Junior      Senior

**Contact Information:**

Parent/Legal Guardian name: \_\_\_\_\_

Parent/Legal Guardian telephone number: \_\_\_\_\_

Parent/Legal Guardian e-mail address: \_\_\_\_\_

Has the applicant ever been convicted of a criminal offense, adjudicated in juvenile court, or removed from class and placed in a disciplinary alternative education program due to conduct?    ☐ Yes    ☐ No

If "yes", please explain the circumstances: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please submit application to:

Richland Collegiate High School  
Room A-222  
12800 Abrams Road  
Dallas, TX 75243-2199

Deadline for receipt for application is 5:00 p.m. March 31, 2006

Educational opportunities are offered by Richland College without regard to race, color, age, national origin, religion, sex, disability, or sexual orientation.

*Student  
that  
already  
advised*

*OK*

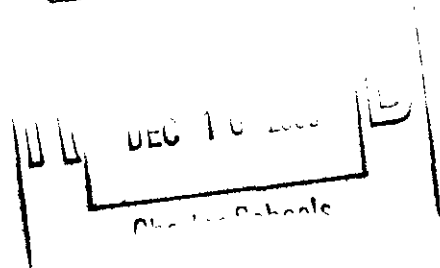
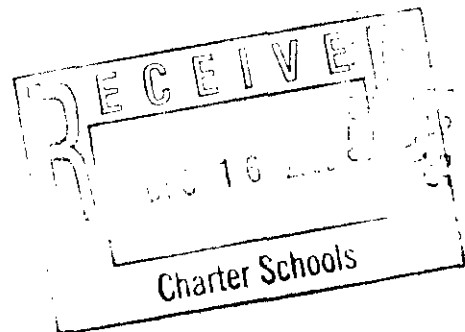
## RESPONSES TO LEGAL REVIEW OF GENERATION 11 APPLICATION

**Proposed Charter School:** Richland Collegiate High School of Mathematics, Science and Engineering

**Sponsoring Entity:** Dallas County Community College District

The attached responses are provided for each issue identified in the original document and discussed by David Canine and Margaret Baker on November 9, 2005. These responses are sent directly to Ms. Baker at her request.

Responses are provided on a separate page for each identified issue. The responses are written as amended responses to the identified section in the original application for a charter submitted in February 2005.



A copy of the resolution these board members adopted on January 12, 2005, to approve this application for a charter for the Richland Collegiate High School is included in *Attachment A*.

## Teacher Qualifications

### **Issue Identified:**

“Page 44 reflects that all the teachers will be faculty members of Richland College. It is unclear whether the teachers will meet the “highly qualified” standard required for core academic area teachers under the NCLB Act.”

### **Issue Identified:**

“It is unclear whether the proposed school will have teachers certified in special education.”

### **Response:**

Replace section 5H on pages 44-45 with the following:

### **Job descriptions for all charter school teachers and other instructional staff:**

The Collegiate High School will not employ any full-time teachers. All teachers will be faculty members of Richland College. All full-time and adjunct faculty members must meet the criteria set by SACS for accreditation – Master’s degree with at least 18 graduate hours in the subject taught for college transfer, Bachelor’s degree plus at least three years of relevant experience for technical programs. The job description for faculty members who will teach RCHS students follows:

1. Reports for duty in accordance with the District’s calendar and contractual obligations.
2. Teaches students effectively in assigned classes and maintains office hours for student consultation in accordance with the procedures and policies outlined in the Board of Trustees Policies and Administrative Procedures Manual.
3. Gives students written course expectations, including the course objectives, attendance policy, methods of evaluation, grading practices and the District and RCHS withdrawal policies.
4. Adheres to laws and District policies regarding accommodation of student disabilities as outlined in Section 504 and assists and supports in implementing students’ IEPs and ESL requirements.
5. Participates in the evaluation of the instructional process and explores appropriate strategies to make improvements in his/her own instruction.
6. Participates in development and support of the instructional division by recommending books and materials, revising curricula, and recommending teaching assignments when appropriate.
7. Participates in the planning process by assisting in the formulation of division objectives and goals and preparation of budget materials requests.
8. Maintains accurate and complete course records as required by law and the Board of Trustees Policies and Administrative Procedures Manual.
9. Participates in student advising and registration.
10. Promotes the college and the RCHS in the community.
11. Performs professional activities and assumes professional responsibilities as agreed upon with the division chairperson/dean.
12. Participates in his/her own performance appraisal.

The SACS criteria described above for faculty teaching college transfer classes apply to all of the core academic areas as included in the NCLB Act. These criteria meet the “highly qualified” standard as outlined in the publication “Guidance for the Implementation of NCLB Highly Qualified Teacher Requirements” issued by the Division of NCLB Coordination of the Texas Education Agency on October 24, 2005, based on the US Department of Education’s NRG document issued August 3, 2005.

On page 10 of this publication, in response to the question “Are charter school teachers required to be highly qualified under NCLB?” the Division provides the following guidance:

“Yes. All open-enrollment charter school teachers must hold at least a bachelor’s degree and must demonstrate competency in the core academic areas in they teach in order to meet highly qualified.”

The NCLB Act uses the concept of a “high, objective, uniform state standard of evaluation” (HOUSE) as the method by which experienced teachers can demonstrate competency in each core academic subject area.

The Texas Education Agency has established the process for achieving HOUSE, as described on page 24 of the “Guidance” in response to the questions “What HOUSE options are available for experienced secondary teachers?” The two-stage process requires that a teacher must first have “at least one creditable year of teaching experience in the subject to be taught or in a closely related field.” All faculty members at Richland College must have at least one year of teaching experience in an appropriate subject area to be employed.

The second stage of the HOUSE process relies upon a 24 point system that includes awarding points for “college coursework in the subject to be taught or in a closely related field” at a rate of 1 point for each hour of college credit. All RCHS teachers in core academic areas will hold a Master’s degree and have successfully completed at least 18 credit hours at the graduate level in that core academic area. In addition to earning 18 points for these 18 graduate hours, all faculty members will have earned more than 6 undergraduate credit hours, giving each faculty member at least 24 HOUSE points.

These qualifications are documented by the college’s Human Resources system and verified by the Vice President for Student Learning’s staff members prior to the employment of any professor. RCHS staff members will confirm and document these competencies for all professors teaching RCHS students. This is the process used by school districts in Dallas County to verify that dual credit courses taught by college professors meet “highly qualified” standards.

In response to this same question, the “Guidance” also states that “Special education charter school teachers must also have appropriate special education teacher certification to meet highly qualified.” All special education teachers employed to serve RCHS students will be required to hold a current certification in the appropriate areas. They will also be required to meet the other criteria for “highly qualified” status if they are teaching in a core academic area. The specific job requirements for each special education teacher will respond to the specific needs of the student(s) that teacher will be serving.

Richland College offers an alternative teacher certification program that certifies special education teachers. The faculty members in this program are certified special education teachers, as are their successful graduates. This connection assures that the college will find and employ highly qualified, certified special education teachers to serve RCHS students. All faculty members at Richland College are also advised in identifying and accommodating student disability issues through the college’s Disabilities Services Office.

In addition to faculty members, the learning communities could incorporate an Instructional Associate to assist in the classroom. These associates support the faculty members in the classroom and handle some classroom administrative details. They must have a Bachelors’ degree in the appropriate area and two years of experience in a teaching environment. They will not be the teacher of record for these courses, but they will provide academic assistance for students. A job description for the position of Instructional Associate follows:

1. Prepares classroom exercises and laboratory experiments as necessary to demonstrate learning experiences taught by course instructor.
2. Assists students through clarification of course assignments, lectures, tests and lab exercises through direct interaction in a classroom and/or lab environment.
3. Works with students individually and in small groups to select and use instructional resources to demonstrate assignments.

4. Occasionally instructs credit courses in the absence of the assigned instructor.
5. Assists instructor through preparation and administration of tests and exams and recording grades. May participate in the development of curriculum and instructional resources.
6. Participates in faculty meetings to discuss new and/or to revamp program goals and objectives.
7. *May maintain a variety of related records and provide information for decision-making.*
8. Performs related duties as assigned.



## Admissions Policy

### **Issue Identified:**

“Numerous pages of the application reflect that the proposed school will only accept students who have earned enough high school credits to graduate within two years, passed certain courses in the 9<sup>th</sup> and 10<sup>th</sup> grades, and passed the TAKS test for 10<sup>th</sup> grade (pp. 28, 115). A charter school may not base admissions on past academic performance. Therefore, it would not be permissible for the proposed school to limit enrollment to only those students who have previously passed certain courses and/or achievement tests. While it is permissible for a school to limit enrollment to certain grade levels, the school will need to carefully define what constitutes an 11<sup>th</sup> or 12<sup>th</sup> grader so that admission is open to any 11<sup>th</sup> or 12<sup>th</sup> grader regardless of past academic performance.”

### **Response:**

Replace section 3B on pages 28-30 with the following:

### **How the program will prepare all students to meet state graduation requirements:**

The Collegiate High School will admit students into the 11<sup>th</sup> grade. This grade level is defined as **being in a position to earn sufficient high school credits to be eligible for graduation within two years**. Admission is open to all students living within the geographic boundaries outlined in this application. The RCHS “Application for Admission” will not request information from applicants regarding past academic performance, nor will information related to past academic performance be considered in making any admission decisions.

Based upon the typical schedule school districts propose for students in the 9<sup>th</sup> and 10<sup>th</sup> grades to complete the “recommended” or “distinguished achievement” diploma upon graduation, Collegiate High School students could meet state graduation requirements following the schedule outlined below. The following schedule is only for illustrative purposes. Students admitted to the RCHS will receive individualized advising to complete their high school graduation requirements. The RCHS will enroll students in the 11<sup>th</sup> and 12<sup>th</sup> grades without limits based on special needs, a non-traditional set of coursework, or other measures that violate the open-enrollment requirement. The TEKS and state graduation requirements will be followed for every RCHS student.

| <b><u>9<sup>TH</sup> GRADE/HIGH SCHOOL (7 credits)</u></b>                                                                           |                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b><u>Fall Semester</u></b>                                                                                                          | <b><u>Spring Semester</u></b>                                                                                           |
| English I<br>World Geography<br>Language Other Than English I<br>Algebra I<br>Foundations of Personal Fitness<br>Biology<br>Health I | English I<br>World Geography<br>Language Other Than English I<br>Algebra I<br>Physical Education<br>Biology<br>Elective |

| <b><u>10<sup>TH</sup> GRADE/HIGH SCHOOL (7 credits)</u></b>                                                                                                         |                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Fall Semester</u></b>                                                                                                                                         | <b><u>Spring Semester/Summer School</u></b>                                                                                                                                    |
| English II<br>Geometry<br>Language Other Than English II<br>Physical Education<br>Chemistry<br>World History<br>Technology Applications                             | English II<br>Geometry<br>Language Other Than English II<br>Elective<br>Chemistry<br>World History<br>Technology Applications                                                  |
| <b><u>11<sup>TH</sup> GRADE/COLLEGIATE HIGH SCHOOL (5 credits/30 credit hours)</u></b>                                                                              |                                                                                                                                                                                |
| <b><u>Fall Semester/Winter Term</u></b>                                                                                                                             | <b><u>Spring Semester/May Term/Summer School</u></b>                                                                                                                           |
| ENGL 1301<br>DMAT 0097, 0098, 0099, or MATH 1314/1414<br>HIST 1301<br>ARTS 1301, DANC 2303, MUSI 1304, or<br>DRAM 1310<br>Elective/Foreign Language Intermediate I* | ENGL 1302<br>Next course in series or MATH 2412<br>HIST 1302<br>Next course in series or second Fine Arts<br>introductory course<br>Elective/Foreign Language Intermediate II* |
| <b><u>12<sup>TH</sup> GRADE/COLLEGIATE HIGH SCHOOL (5 credits/32-34 credit hours)</u></b>                                                                           |                                                                                                                                                                                |
| <b><u>Fall Semester/Winter Term</u></b>                                                                                                                             | <b><u>Spring Semester</u></b>                                                                                                                                                  |
| ENGL 2322<br>PHYS 1401/1405<br>GOVT 2301<br>SPCH 1311<br>Elective                                                                                                   | ENGL 2323<br>PHYS 1402/1407<br>ECON 1303<br>Elective<br>Elective                                                                                                               |

\* Required for Distinguished Achievement High School diploma

This schedule gives the graduating student 24 high school credits and at least 62 college credit hours.

A student could graduate from the Collegiate High School and Richland College at the same time by choosing core curriculum courses as electives. The core curriculum requirements that are not satisfied by meeting high school graduation requirements are GOVT 2302, PHED 1164, a Computer Science course, and a course from the Cultural Studies/History/Philosophy/Religion grouping. In addition to taking college classes during the Fall and Spring semesters, High School students in the 11th grade could take courses during Winter Term, May Term, and/or summer school. High School seniors could take courses during Winter Term before graduating.

Of course, students who wish to earn an AA degree, but who do not seek to graduate from the High School and Richland College at the same time can complete their AA requirements after high school graduation. Students who are not seeking an AA degree from Richland College can complete their high school elective credits with college courses that meet their high school graduation requirements, working with a counselor to assure these courses also move them toward their career aspirations. These options would allow students to complete additional college-level mathematics and science courses while attending Richland College prior to transferring to a four-year university.

The schedule listed above is an example. High School and college academic advisors will work with each entering student to review that student's academic record, assessment results, and educational goals. Based upon this review, the advisor and the student will develop a degree plan outlining the best path for this particular student to take to graduate from the High School. Students who need ESL services will enroll in the appropriate ESOL courses and receive support services. Students with disabilities will

meet with the college's Disabilities Services staff members and academic advisors to determine the most appropriate graduation plan for this particular student. These personalized services will help each student achieve his or her goals without forcing all High School students into a single learning modality.

**Response:**

Replace section 11A on page 65 with the following:

**Anticipated growth in personnel, facility, and equipment expenditures:**

The Collegiate High School will admit up to 200 students in the 11<sup>th</sup> grade for the 2006-2007 school year. In the second year of classes (2007-2008), the High School will enroll 200 more students in the 11<sup>th</sup> grade and move 200 students to the 12<sup>th</sup> grade for a total enrollment of 400. This will be the maximum enrollment for the High School.

Since the High School will rely upon the personnel already in place at Richland College to a great extent, no increase is anticipated in staffing for the second year. Of course, the Superintendent and Principal will be responsible for observing the quality of services these staff members are able to provide and, if additional staffing is needed, to identify the positions needed and to fill them.

The High School will not need additional facilities as the students will be absorbed into the current facilities of Richland College. A new Science Building will be built at Richland College within the next five years, which will expand facilities for all students including those in the High School.

As the High School enrollment grows from 200 to 400, the costs for textbooks will double while 200 additional laptop computers will be purchased each year. By the third year of operations, textbooks for a number of classes can be recirculated among students, reducing overall textbook costs. While some laptop computers may also be in condition to be recirculated, this will be more problematic due to the rapid pace of technology. As feasible, laptop computers will be distributed again to new students, but not if the older laptops cannot handle the software students need for their classes. Outmoded laptop computers will be disposed appropriately according to DCCCD policies for handling excess property.

When the new Science Building is equipped, the High School will purchase some equipment for those classes in which High School students will enroll, though this will be in concert with Richland College. At this point, the High School may also need to hire some additional faculty members to teach solely High School courses, though, again, this is speculative at this point.



**Issue Identified:**

"It is unclear from the answer to item "f" on p. 59 how the school will handle applications that are received after the lottery has been conducted."

**Response:**

Replace section 9A on page 59 with the following:

**Acceptance of applications submitted outside the designated application period:**

Applications from prospective High School students will be accepted outside the period of December 1 – March 31. Applications from students who will enter the 11<sup>th</sup> grade the following school year that are received before December 1 will be held and included in the pool of students applying to attend the RCHS starting the following year.

Applications from students received after the announced application cut-off date will be held until a lottery has been conducted and a waiting list established. The names of these applicants will then be added at the end of the waiting list in the chronological order in which those late applications are received.

**Issue Identified:**

“The admissions application, enrollment form(s), and promotional materials must be submitted for review.”

**Response:**

The “Application for Admission” to the RCHS is attached. The Richland College application for admission, which students who have been admitted to the RCHS will complete as part of the enrollment process, is attached. Promotional materials, including a poster and brochures will be submitted when they are available. The RCHS website is located at [www.richlandcollege.edu/rchs](http://www.richlandcollege.edu/rchs).

## Application Coversheet (Please type)

Name of Proposed School to open in Fall 2006: Richland Collegiate High School of Mathematics, Science and Engineering

Name of Sponsoring Entity: Dallas County Community College District

Note: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.

The sponsoring entity is a (Check only one.):

☐ 501(c)(3) nonprofit organization      ☒ Governmental Entity      ☐ College or University

Chairperson of Governing Body of Sponsoring Entity: Jerry Prater

Chief Executive Officer of Sponsoring Entity: Jesus Carreon

CEO/Superintendent of Proposed Charter School: Stephen Mittelstet

Name of Governing Body of Sponsoring Entity Member Who Attended an Applicant Conference:

Jerry Prater Date of Conference: December 3, 2004

Applicant Mailing Address (Not a P.O. Box): P. O. 701 Elm Street, Dallas, TX 75202-3299

Physical Address of Proposed Administrative Offices, if different from above:  
12800 Abrams Road, Dallas, TX 75243-2199

Physical Address of the Main Campus: 12800 Abrams Road, Dallas, TX 75243-2199

Physical Address(es) of any Additional Campus(es): None

Contact Name: David Canine Contact Email address: DCANINE@DCCCD.EDU

Contact Phone #: (972) 238-6919 Contact Fax #: (972) 238-6957

Circle Grade Levels to be served: Maximum Enrollment: 400  
(must include, by Year 3, at least one grade level where TAKS is administered)

Year 1: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 2: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 3: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Will all teachers at the school be required to be certified by the State Board for Educator Certification (SBEC)?

☐ Yes      ☒ No

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school nor any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered.

Jesus Carreon 2/22/05 Jesus Carreon  
(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity Date Printed Name

David B. Canine 2/22/05 David B. Canine  
(BLUE INK) Signature of Application Preparer Date Printed Name

With what company is the application preparer associated? Dallas County Community College District Was preparer paid? ☐ Yes ☒ No

## **RESPONSES TO LEGAL REVIEW OF GENERATION 11 APPLICATION**

**Proposed Charter School:** Richland Collegiate High School of Mathematics, Science and Engineering

**Sponsoring Entity:** Dallas County Community College District

The attached responses are provided for each issue identified in the revised document sent to David Canine from Margaret Baker on January 9, 2006. Responses are provided on a separate page for each identified issue. The responses are written as amended responses to the identified section in the original application for a charter submitted in February 2005.



**Issue Identified:**

“A revised coversheet was not provided.”

**Response:**

A revised coversheet was submitted to the Charter Schools Division of TEA as part of the response to their contingencies. A copy of this cover sheet is attached.

**Issue Identified:**

“The revision on p. 59 is still confusing. I suggest revising it as follows:

*An application received after the application deadline will be added to the waiting list after the names of applicants who were not admitted through the lottery or will be offered admission if there is no waiting list and a vacancy exists.”*

**Response:**

Replace section 9A on page 59 with the following:

**Acceptance of applications submitted outside the designated application period:**

Applications from prospective High School students will be accepted outside the period of December 1 – March 31. Applications from students who will enter the 11<sup>th</sup> grade the following school year that are received before December 1 will be held and included in the pool of students applying to attend the RCHS starting the following year.

An application received after the application deadline will be added to the waiting list after the names of applicants who were not admitted through the lottery or will be offered admission if there is no waiting list and a vacancy exists.

No

**Issue Identified:**

*“The admissions application should include a statement that the school is permitted to exclude students with criminal offenses, etc. under TEC § 12.111(a)(6). In addition the nondiscrimination statement at the bottom of the form does not include all of the language required by TEC § 12.111(a)(6).”*

**Response:**

The “Application for Admission” to the RCHS has been revised to include these statements and is attached.

**Issue Identified:**

*“A separate enrollment form that is provided once a student has been offered admission and is enrolling should be provided.”*

**Response:**

After a student has been admitted to the RCHS, that student will complete an “Application for Admission” to the Dallas County Community College District. This form will be used to enroll the student in the DCCCD and Richland College student databases. Questions on the form that are not applicable to RCHS students, including those pertaining to residency for tuition and any other purposes, will not be completed nor documented. A copy of the “Application for Admission” is attached.

Mr. Canine,

I've reviewed the response that I received on Jan. 11. There is one area that I am still concerned about. In response to question 9A on p. 59 regarding the acceptance of admissions applications outside of the designated application period, the response states:

Applications from prospective High School students will be accepted outside the period of December 1 – March 31. Applications from students who will enter the 11<sup>th</sup> grade the following school year that are received before December 1 will be held and included in the pool of students applying to attend the RCHS starting the following year.

An application received after the application deadline will be added to the waiting list after the names of applicants who were not admitted through the lottery or will be offered admission if there is no waiting list and a vacancy exists.

I don't understand the first paragraph (in red). Why are you going to accept applications that are filed before Dec. 1? Typically, a school sets an application period and adds late applicants to the waiting list (if there is one) or offers them admission if there is no waiting list and there are vacancies. I think you can just use the process described in the second paragraph, but if there is some reason you need to do something different, please explain.

Thank you,

*Maggie Baker*

*Senior Counsel*

*TLA Division of Legal Services*

*(512)463-9720*



# Richland College

DALLAS COUNTY COMMUNITY COLLEGES

IT ALL BEGINS HERE.

## Richland Awards and Honors

- The White House and Secretary of Commerce named Richland College a recipient of the Malcolm Baldrige National Quality Award. (2005)
- The Governor's office named Richland College a recipient of the Texas Award for Performance Excellence. (2005)
- Best-Practices Vanguard College (2000, 2001)
- Richland College was one of five nationally selected mentor colleges for the Microsoft-sponsored Working Connections grant administered by the AACC. (1998-2003)
- The Richland College Library received the Community College Learning Resources Award for Program Development (1999), the American Library Association/Information Today Library of the Future Award (2001) (the only community college library to receive this award), and the Excellence in Academic Libraries Award (2004) that recognizes one outstanding community college annually for exemplary support of its institutional mission.
- Richland College was one of seven mentor colleges for AACC's National Service Learning project, *Broodening Horizons*. (2000-04)
- Richland College is one of the top five degree-transfer institutions in the state of Texas.
- Nationally ranked *Richland Chronicle* student newspaper.
  - National Newspaper Pacemaker Winner (2000, 2001)
  - 1st Place - Best of Show, Texas Intercollegiate Press Association (2002)
  - Winner of 50 Texas Intercollegiate Press Association awards (2000-2003)
  - Winner of 43 Texas Community College Journalism Association awards (2000-2003)
- Richland College's non-scholarship athletic teams are first in NJCAA and NCAA history to hold simultaneously three national titles in men's soccer, women's soccer, and baseball. (2004)
- Nationally ranked basketball and women's volleyball teams

## Fax Cover Sheet

Date: JAN 20, 2006

Number of Page(s): 3  
(Including Cover Sheet)

To: Margaret Baker

Company/Organization: TX Edu. Agency

Phone Number: 512. 463. 9720

Fax Number: 512. 475. 3662

From: DAVID Canine

Company/Organization: Richland Collegiate High School  
of Mathematics, Science, and Engineering

Phone Number: 972. 238. 6919

Fax Number: 972. 238. 6957

☐

Urgent

☒

Review

☐

Reply

Comments:

AMENDED Response requested

to follow.



Home of the Thunderducks  
12800 Abrams Road  
Dallas, Texas 75243-2199  
[www.richlandcollege.edu](http://www.richlandcollege.edu)

**RESPONSES TO LEGAL REVIEW OF GENERATION 11 APPLICATION**

**Proposed Charter School:** Richland Collegiate High School of Mathematics, Science and Engineering

**Sponsoring Entity:** Dallas County Community College District

The attached response is provided for the issue identified in the e-mail sent to David Canine from Margaret Baker on January 17, 2006. The response is written as an amended response to the identified section in the original application for a charter submitted in February 2005.



APPROVED DURING CONTINGENCY PROCESS

**APPLICATION FOR ADMISSION - FALL 2006**  
**Richland Collegiate High School of Mathematics, Science, and Engineering**

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
First MI Last

Address: \_\_\_\_\_  
Street Apt #

City County State / Zip Code

Applicant's telephone number: \_\_\_\_\_

Applicant's e-mail address: \_\_\_\_\_

School district of residence: \_\_\_\_\_

Current grade in school: (circle one)      Sophomore      Junior      Senior

**Contact Information:**

Parent/Legal Guardian name: \_\_\_\_\_

Parent/Legal Guardian telephone number: \_\_\_\_\_

Parent/Legal Guardian e-mail address: \_\_\_\_\_

Has the applicant ever been convicted of a criminal offense, adjudicated in juvenile court, or removed from class and placed in a disciplinary alternative education program due to conduct?    ☐ Yes    ☐ No

If "yes", please explain the circumstances: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Applicants with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Texas Education Code may be excluded from admission to the Richland Collegiate High School of Mathematics, Science, and Engineering..*

Please submit application to:

Richland Collegiate High School  
Room A-222  
12800 Abrams Road  
Dallas, TX 75243-2199

Deadline for receipt for application is 5:00 p.m. March 31, 2006

Educational opportunities are offered by Richland Collegiate High School for Mathematics, Science, and Engineering without regard to sex, national origin, ethnicity, religion, disability, sexual orientation academic, artistic, or athletic ability; or the school district the applicant would otherwise attend.





# Application for Admission

## Dallas County Community College District

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, disability or sexual orientation.

### SEMESTER YOU PLAN TO ENTER

- ☐ Fall (Aug. - Dec.) ☐ Spring (Jan. - May)  
☐ Summer I (June) ☐ Summer II (July)

Please check the college you plan to attend. Type or print in ink and complete all items.

☐ **Brookhaven College**  
3939 Valley View Lane  
Farmers Branch, TX 75244-4997  
972-860-4700

☐ **Cedar Valley College**  
3030 North Dallas Avenue  
Lancaster, TX 75134-3799  
972-860-8201

☐ **Eastfield College**  
3737 Motley Drive  
Mesquite, TX 75150-2099  
972-860-7100

☐ **El Centro College**  
Main & Lamar Streets  
Dallas, TX 75202-3604  
214-860-2037

☐ **Mountain View College**  
4849 West Illinois Avenue  
Dallas, TX 75211-6599  
214-860-8680

☐ **North Lake College**  
5001 N. MacArthur Blvd  
Irving, TX 75038-3899  
972-273-3000

☐ **Richland College**  
12800 Abrams Road  
Dallas, TX 75243-2199  
972-238-6106

☐ **Bill J. Priest Institute**  
1402 Corinth  
Dallas, TX 75215-2181  
214-860-5700

\*Your responses to these questions are voluntary.

### PERSONAL INFORMATION

SOCIAL SECURITY NUMBER

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

GENDER\*

☐ M ☐ F

NAME Give full legal name. Do not use initials unless initials are your legal name.

Last

First

Middle

Give names, if different from above, that are on transcripts from other institutions.

DATE OF BIRTH (MM/DD/YY)

ADDRESS

NUMBER

STREET

APARTMENT

CITY

STATE

ZIP

COUNTY

HOME PHONE NUMBER

( )

WORK PHONE NUMBER

( )

E-MAIL ADDRESS

MY PRIMARY LANGUAGE IS: \*

ETHNICITY (How do you identify yourself?)\*

☐ African American/Black (2)

☐ Asian or Pacific Islander (4)

☐ Other (7)

☐ American Indian or Alaskan Native (5)

☐ Hispanic/Latino (3)

☐ White/Non-Hispanic (1)

☐ INTERNATIONAL AND NON-IMMIGRANT STUDENTS (6)

☐ I have F-1 student visa status. (You must see an international student specialist.)

☐ I have other non-immigrant status.

Type of VISA:

Date Issued:

Expiration Date:

Country of Residence:

PERSON TO BE NOTIFIED IN THE EVENT OF AN EMERGENCY

Name

Phone Number ( )

### REASON FOR ATTENDING

I will take courses:

☐ To Earn a One-Year Certificate [APPN CERT]

☐ To Earn a Two-Year Degree [APPN ASSOCIATE]

☐ To Improve Job Skills [APPN J/R]

☐ To Transfer to a University [APPN U/T]

☐ For Personal Interest [APPN N/D]

☐ In Continuing Education/NonCredit [APPN C/E]

☐ Uncertain [APPN UNCERTAIN]

### FOR OFFICE USE

Date Received:

Residency Code:

County Code:

How Admitted:

Term:

Citizen:

TSI Status:

Cond Agreement:

Rising Star:

Tech Prep:

Dual Credit:

Staff:

### EDUCATIONAL INFORMATION

NAME OF LAST HIGH SCHOOL ATTENDED

CITY

STATE

DID YOU (or will you) GRADUATE FROM HIGH SCHOOL?

☐ Yes (Year of Graduation )

☐ No (Last Year Attended )

☐ GED (Year Received )

Official transcripts for all previous college work (except DCCCD colleges) must be submitted.

List all colleges attended (INCLUDING DCCCD). Attach separate sheet, if necessary.

(List most recent first)

Name and Location (City and State)

Dates Attended

From (Mo/Yr) To (Mo/Yr)

Hours/ Credits

Degree, Cert. Received (if any)

Currently on Suspension

Y N

| 1 |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |

## DOCUMENTATION & OATH REQUIREMENT

### REQUIRED STATE RESIDENT VERIFICATION

DO YOU LIVE IN DALLAS COUNTY? ☐ Yes ☐ No | HOW LONG HAVE YOU LIVED IN DALLAS COUNTY? Year(s) \_\_\_\_\_ Month(s) \_\_\_\_\_ | HOW LONG HAVE YOU LIVED IN TEXAS? Year(s) \_\_\_\_\_ Month(s) \_\_\_\_\_ | PREVIOUS STATE OR COUNTRY OF RESIDENCE \_\_\_\_\_

1.) If you consider yourself a resident of TEXAS for tuition purposes, CHECK ONE of the following:

- ☐ I am a U.S. citizen.  
☐ I have legal immigrant status: Permanent Resident, Refugee, Asylee, other.

Document / Card Number: \_\_\_\_\_  
"Document must be viewed by Admissions Personnel"

- ☐ I have no documentation of formal status with federal immigration authorities.

2.) If your claim for residency is based upon your having lived in Texas for the past 12 months, please answer the following questions:

IF YOU CAME HERE WITHIN THE PAST 5 YEARS, WHY DID YOU MOVE TO TEXAS?

- ☐ Education ☐ Employment ☐ Other (Please Specify) \_\_\_\_\_

HAVE YOU BEEN EMPLOYED IN TEXAS FOR THE PAST 12 MONTHS? ☐ Yes ☐ No

3.) If your claim for residency is based upon a parent or legal guardian (and not yourself) please answer the following questions:

NAME OF THE PERSON UPON WHOM CLAIM IS BASED

Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

☐ Parent

☐ Legal Guardian

HOW LONG HAS THIS PERSON LIVED IN TEXAS?

Year(s) \_\_\_\_\_ Month(s) \_\_\_\_\_

PREVIOUS STATE OR COUNTRY OF RESIDENCE \_\_\_\_\_

IS THIS PERSON A U.S. CITIZEN? ☐ Yes ☐ No

IF THIS PERSON CAME HERE WITHIN THE PAST 5 YEARS, WHY DID THIS PERSON MOVE TO TEXAS?

- ☐ Education ☐ Employment ☐ Other (Please Specify) \_\_\_\_\_

HAS PARENT OR LEGAL GUARDIAN CLAIMED YOU AS A DEPENDENT FOR U.S. FEDERAL INCOME TAX PURPOSES FOR THE TAX YEAR PRECEDING YOUR REGISTRATION?

- ☐ Yes. If "Yes," provide copies of income tax return. ☐ No

WILL THIS PERSON CLAIM YOU AS A DEPENDENT FOR THE CURRENT TAX YEAR? ☐ Yes ☐ No

### OATH OF RESIDENCY

I understand that information submitted herein will be relied upon by college/university officials to determine my status for admission and residency eligibility. I authorize the college/university to verify the information I have provided and obtain my Texas Success Initiative (TSI) test scores as necessary. I agree to notify the proper officials of the institution of any changes in the information provided. I certify that the information on this application is complete and correct and understand that the submission of false information is grounds for rejection of my application, withdrawal of any offer of acceptance, cancellation of enrollment, or appropriate disciplinary action.

I understand that, by enrolling, I have received or will receive information about bacterial meningitis from the Dallas County Community College District as required by Section 51.9191 of the Texas Education Code.

Have you taken tests for the Texas Success Initiative (TSI)? ☐ Yes. If "Yes", month and year \_\_\_\_\_ ☐ No

|                       |      |
|-----------------------|------|
| APPLICANT'S SIGNATURE | DATE |
|-----------------------|------|

The Admissions/Registrar's Office reserves the right to request additional information in order to comply with state residency requirements prior to enrollment.

DOCUMENTS SUBMITTED TO MEET ADMISSIONS AND RESIDENCY REQUIREMENTS BECOME THE PROPERTY OF THE COLLEGE.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

If you wish to protect your directory information from disclosure, proceed to the following website or contact the registrar.

For information see <https://www1.dcccd.edu/catalog/about/privacy.cfm>

## DIVISION OF FINANCIAL AUDITS

### Education Plan

**Issue Identified:**

“Section 3.b, page 28, indicates that enrollment will be limited to students eligible to enter the 11<sup>th</sup> grade... Per personnel in the Special Education Department at TEA, the above limitation is discriminatory toward Special Education Students and would disqualify the proposed charter school as an open enrollment charter school. Please advise how DCCCD will adapt its enrollment policy to adhere to the open enrollment policy.”

**Response:**

Replace Section 3B on pages 28-30 with the following:

**How the program will prepare all students to meet state graduation requirements:**

The Collegiate High School will admit students into the 11<sup>th</sup> grade. This grade level is defined as being in a position to earn sufficient high school credits to be eligible for graduation within two years. Admission is open to all students living within the geographic boundaries outlined in this application. The RCHS “Application for Admission” will not request information from applicants regarding past academic performance, nor will information related to past academic performance be considered in making any admission decisions.

Based upon the typical schedule school districts propose for students in the 9<sup>th</sup> and 10<sup>th</sup> grades to complete the “recommended” or “distinguished achievement” diploma upon graduation, Collegiate High School students could meet state graduation requirements following the schedule outlined below. The following schedule is only for illustrative purposes. Students admitted to the RCHS will receive individualized advising to complete their high school graduation requirements. The RCHS will enroll students in the 11<sup>th</sup> and 12<sup>th</sup> grades without limits based on special needs, a non-traditional set of coursework, or other measures that violate the open-enrollment requirement. The TEKS and state graduation requirements will be followed for every RCHS student.

| <b><u>9<sup>TH</sup> GRADE/HIGH SCHOOL (7 credits)</u></b>                                                                           |                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b><u>Fall Semester</u></b>                                                                                                          | <b><u>Spring Semester</u></b>                                                                                           |
| English I<br>World Geography<br>Language Other Than English I<br>Algebra I<br>Foundations of Personal Fitness<br>Biology<br>Health I | English I<br>World Geography<br>Language Other Than English I<br>Algebra I<br>Physical Education<br>Biology<br>Elective |

| <b>10<sup>TH</sup> GRADE/HIGH SCHOOL (7 credits)</b>                                                                                                                |                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Fall Semester</u></b>                                                                                                                                         | <b><u>Spring Semester/Summer School</u></b>                                                                                                                                    |
| English II<br>Geometry<br>Language Other Than English II<br>Physical Education<br>Chemistry<br>World History<br>Technology Applications                             | English II<br>Geometry<br>Language Other Than English II<br>Elective<br>Chemistry<br>World History<br>Technology Applications                                                  |
| <b>11<sup>TH</sup> GRADE/COLLEGIATE HIGH SCHOOL (5 credits/30 credit hours)</b>                                                                                     |                                                                                                                                                                                |
| <b><u>Fall Semester/Winter Term</u></b>                                                                                                                             | <b><u>Spring Semester/May Term/Summer School</u></b>                                                                                                                           |
| ENGL 1301<br>DMAT 0097, 0098, 0099, or MATH 1314/1414<br>HIST 1301<br>ARTS 1301, DANC 2303, MUSI 1304, or<br>DRAM 1310<br>Elective/Foreign Language Intermediate I* | ENGL 1302<br>Next course in series or MATH 2412<br>HIST 1302<br>Next course in series or second Fine Arts<br>introductory course<br>Elective/Foreign Language Intermediate II* |
| <b>12<sup>TH</sup> GRADE/COLLEGIATE HIGH SCHOOL (5 credits/32-34 credit hours)</b>                                                                                  |                                                                                                                                                                                |
| <b><u>Fall Semester/Winter Term</u></b>                                                                                                                             | <b><u>Spring Semester</u></b>                                                                                                                                                  |
| ENGL 2322<br>PHYS 1401/1405<br>GOVT 2301<br>SPCH 1311<br>Elective                                                                                                   | ENGL 2323<br>PHYS 1402/1407<br>ECON 1303<br>Elective<br>Elective                                                                                                               |

\* Required for Distinguished Achievement High School diploma

This schedule gives the graduating student 24 high school credits and at least 62 college credit hours.

A student could graduate from the Collegiate High School and Richland College at the same time by choosing core curriculum courses as electives. The core curriculum requirements that are not satisfied by meeting high school graduation requirements are GOVT 2302, PHED 1164, a Computer Science course, and a course from the Cultural Studies/History/Philosophy/Religion grouping. In addition to taking college classes during the Fall and Spring semesters, High School students in the 11th grade could take courses during Winter Term, May Term, and/or summer school. High School seniors could take courses during Winter Term before graduating.

Of course, students who wish to earn an AA degree, but who do not seek to graduate from the High School and Richland College at the same time can complete their AA requirements after high school graduation. Students who are not seeking an AA degree from Richland College can complete their high school elective credits with college courses that meet their high school graduation requirements, working with a counselor to assure these courses also move them toward their career aspirations. These options *would allow students to complete additional college-level mathematics and science courses while attending Richland College prior to transferring to a four-year university.*

The schedule listed above is an example. High School and college academic advisors will work with each entering student to review that student's academic record, assessment results, and educational goals. Based upon this review, the advisor and the student will develop a degree plan outlining the best path for this particular student to take to graduate from the High School. Students who need ESL services will enroll in the appropriate ESOL courses and receive support services. Students with disabilities will

meet with the college's *Disabilities Services* staff members and academic advisors to determine the most appropriate graduation plan for this particular student. These personalized services will help each student achieve his or her goals without forcing all High School students into a single learning modality.

## **Human Resources Information**

### **Issue Identified:**

“ Section 5.g.3, page 43 indicates that the school will use students identification cards coded with magnetic information that will be read by a scanner to track attendance.

Per personnel in the attendance section, TEA requires attendance to be tracked by roll call. The proposed method of tracking attendance will require an annual TEA waiver to be acceptable. Additionally, a teacher who is an employee of the charter school is required to monitor attendance.

Please advise how DCCCD will adapt to the requirement specified above.”

### **Response:**

Replace Section 5G.3 on page 43 with the following:

3. Student attendance accounting reporting requirements: The Business Officer and Principal will have primary responsibility for assuring that student attendance is properly accounted and reported. Student attendance will be documented by teachers taking attendance during the first class period beginning after 10:00 AM and during the first class period beginning after 1:00 PM each day. High school staff members will collect the attendance records daily and submit them to the Business Officer for appropriate handling.

The High School's student information system will include capabilities to document and track student attendance using student identification cards coded with magnetic information that will be read by a scanner in the High School office area. Students will use their cards to check in and out every school day under the monitoring of a teacher and High School staff members. A waiver will be requested to allow this process to be used as the attendance tracking system. If this waiver is not granted, the attendance accounting policy outlined above will continue to be utilized.

The district's Internal Audit Division will test and review this attendance accounting system at least once each year to assure the data captured is accurate. Their findings will be reported to the Business Officer, the Principal, the Superintendent, and the Board of Trustees. The Business Officer will be responsible for implementing any improvements recommended in this process and for fixing any errors that may have been transmitted to TEA.

## **Business Plan**

### **Issue Identified:**

“ Section 11.n, page 65, of the charter application states: “The DCCCD Board of Trustees adopts the comprehensive budget for the DCCCD and all colleges at it September board meeting each year. The Collegiate High School’s annual budget will be presented as part of this budget for adoption by the Board of Trustees.”

Texas Education Agency guidelines require as stated in the special Supplement to Financial Accountability System Resource Guide – Charter Schools under Budgeting (Update 3.0), page 36, that ‘...the governing body of the charter school must formally adopt the charter school’s budget prior to the start of the fiscal year and before the expenditure of funds.’ ...The Special Supplement to Financial Accountability System Resource Guide – Charter Schools under Budgeting (Update 3.0), page 36, requires that charter schools adopt a budgeting process consistent with the requirements in the above noted FASRG Module 2.

Please provide an explanation how DCCCD will adapt to the budgeting requirements noted above.”

### **Response:**

Replace Section 11N on page 65 with the following:

#### **Adoption of the annual budget:**

The DCCCD Board of Trustees will adopt the comprehensive budget for the DCCCD and all colleges at a special Board meeting in late August each year. The Collegiate High School’s annual budget will be presented as part of this budget for adoption by the Board of Trustees.

The budget preparation process begins in January and February of the current year when the Financial Services Office distributes budget information regarding payroll and other budgeted items to every budget manager for review and revision. This process allows each budget manager to correct any errors in the current budget and allows the Financial Services Office to create a comprehensive staffing chart. During the spring, each division then develops its budget for the coming year, identifying increases necessary to implement plans for the coming year. These budget requests are reviewed by the appropriate vice president, or, in the case of the Collegiate High School, the Superintendent. A college-wide Budget & Planning Council meets to review the budgets forwarded by each Vice President and the Superintendent, making decisions to assure each division’s budget meets the anticipated revenues.

These budgets are then compiled by Financial Services into a college budget that is presented to the Board of Trustees in June by the College President. The Superintendent will present the Collegiate High School’s budget at this point. The District Service Center then compiles each college budget and the High School budget into a single district budget that is the document the Board will approve in late August.

## **SPECIAL EDUCATION 11<sup>TH</sup> GENERATION REVIEW**

### **Section 10: Special Needs Students and Programs**

#### **Issues Identified:**

A number of issues involving almost every item in this section were identified as concerns for which contingencies were requested.

#### **Response:**

Replace Section 10, pages 60-63, with the following:

#### **a) Projected percentage of students who will require special education and related services:**

Based upon more than 20 years of experience in serving students with disabilities through the Richland College Disabilities Services Office (DSO) and an analysis of local school district enrollments, the Collegiate High School is projected to enroll about 10% of its students as students requiring special education and related services. This would mean serving about 20 students in the 2006-2007 school year and 40 students each year after that. However, students will be identified and served on an individual basis.

#### **b) How charter school staff members will seek out, identify, locate, and evaluate enrolled children with disabilities and those with disabilities who contact the school:**

A significant advantage for the Collegiate High School's special education program is the extensive experience and resources available through the DSO at Richland College. The independent activities of the DSO at Richland College help to create awareness among parents and disabled students of the opportunities Richland College offers to students with disabilities. In the 20+ years the DSO has served Richland students and the community, staff members have become quite adept at seeking out, identifying, locating, and evaluating students with disabilities. Although the current DSO activities have been focused on providing services under Section 504, the DSO provides an important base of experience and services for developing the Collegiate High School's special education program.

Because the Collegiate High School program serves grades 11 and 12, it is anticipated that the majority of students eligible for special education services will already be identified prior to enrolling at the High School. Nonetheless, the High School will incorporate a comprehensive Child Find program to identify individuals with disabilities or developmental delays. This program will support referrals from counselors, teachers, parents and students for special education evaluations. As a charter school, the Collegiate High School's Child Find responsibilities are limited to the High School's enrollment. Therefore, the Child Find program focuses on identifying students beginning at the inquiry and registration process and throughout a student's attendance at the High School.

First, the High School informational and registration materials will include information that special education services are available, to facilitate awareness of the opportunities available for students with special needs. Second, an initial opportunity to identify a student with special needs will occur as part of the enrollment process. Every student's enrollment procedure includes a comprehensive assessment, including a meeting with a DSO staff member. These meetings will help the Collegiate High School staff identify those students who previously received special education services and will continue to need services at the High School and to identify students who may benefit from a special education referral for evaluation. Third, the Collegiate High School's Child Find program will include instruction



for Collegiate High School personnel on how to recognize and initiate special education referrals. Collegiate High School counselors and teachers will receive training on the referral process. Additionally, teachers will receive particular training on recognizing classroom behavior or academic results that may signal a need for special education services. The program will also provide an opportunity for special education referral requests from parents and students. Finally, each student is assigned to a counselor, who will meet regularly with the student and monitor the student's progress. The continuity of this relationship provides a special opportunity to observe changes in the student's behavior or academic progress that may signal the need for a special education referral and evaluation. The DSO staff member will inform the student and parent(s)/guardian(s) of the office's services and conduct appropriate tests to determine the student's need for services.

To identify others with disabilities who contact the school, the Collegiate High School staff members will be trained by DSO staff members to identify individuals with possible disabilities through observation, inquiry, and conversation. The Collegiate High School staff members will have information regarding the services the DSO offers for persons with disabilities and will refer anyone with whom they come in contact who may have a disability or need special education services. The DSO staff will continue to provide Section 504 services to students with Section 504-only disabilities.

**c) How charter holder staff members will access qualified and/or licensed personnel to conduct special education assessments and participate as members of the multidisciplinary assessment team:**

The DSO currently maintains a staff of seven very qualified professionals with a broad range of experience in serving students with disabilities. Two of these professionals are licensed Professional Counselors and four have degrees in Rehabilitation Counseling. One of these four also has a degree in Speech Therapy, was previously employed as a resource teacher in the Dallas Independent School District, and has experience reviewing medical, psychological and educational evaluation data to determine eligibility for disability programs.

In addition to the current staff, the DSO will recruit and hire a licensed diagnostician to assist with the High School's special education program. The Collegiate High School is also in the process of naming a Special Education Director. The DSO staff will also receive training on the requirements and responsibilities of a Texas public school special education program to ensure that these professionals are fully equipped to provide appropriate assessment services to the High School's students.

The Collegiate High School's special education program and activities will be coordinated by the Special Education Director. The Special Education Director will be a member of the DSO staff. Upon receipt of a special education referral, the Director will make arrangements for the appropriate testing and evaluations as necessary and will facilitate communications with the parents. The appropriate professional needed to conduct an evaluation is dependent upon the basis of the referral. As referrals are made, the High School's Special Education Director will identify the appropriate professionals to conduct all necessary evaluations and assessments. The Director will arrange for evaluations by non-DSO staff as necessary.

The DSO already benefits from the partnerships it has developed with qualified and/or licensed professionals to assist with students who need additional services beyond those the DSO staff members can provide. These specialists are available to assist the DSO with conducting evaluations or providing services to special education students. For example, the DSO currently has ongoing relationships with many licensed professionals in areas such as psychology, psychiatry, and speech and occupational therapy

through its associations with organizations such as the University of Texas at Dallas Callier Center for Communication Disorders and Scottish Rite Hospital.

The particular professionals needed to participate as members of a student's multidisciplinary team will also vary based on the basis of the student's special education eligibility. The Special Education Director will coordinate an appropriate team for each special education student from the current staff, diagnostician, teachers, and, if necessary, additional contracted personnel who specialize in a student's area of suspected disability.

**d) How charter school staff members will have the capacity to provide special education and related services by appropriately certified and/or licensed personnel:**

Once a student's eligibility for special education services is established and parental consent is obtained, the Special Education Director will facilitate organizing the appropriate individuals to participate in the student's ARD committee, based on the student's eligibility for special education services. The ARD committee will meet and develop the student's Individualized Education Plan (IEP) in accordance with the requirements of state and federal law.

Accordingly, each student's IEP will mandate the necessary education and related service professionals required to provide FAPE for that student. Once these professionals are identified, the Special Education Director will plan for the appropriate personnel to serve that student and contract for outside professional services as required by the student's IEP, if there is no current qualified employee of Richland College. The Collegiate High School plans to recruit and employ appropriately certified special education teachers to support the needs of its students. Other related services may be provided by appropriate professionals who may be current employees of Richland College, or who may be outside independent contractors.

One important resource for identifying professionals who offer services in areas for which the DSO may not already have a relationship developed is through the Region X Educational Service Center Cooperative. The High School will join the ESC Region 10 Cooperative to utilize the resources and services available through that organization to identify and develop relationships with certified and/or licensed professionals to provide special education and related services not available at Richland College.

As indicated above, the DSO staff members have the skills needed to provide many of these services and the connections to qualified and/or licensed professionals to provide other services for High School students as the need for those services is identified.

**e) How charter school staff members will ensure a full continuum of placement options to meet the needs of students with disabilities:**

The charter applicant understands and acknowledges a public school's responsibility to provide a full continuum of placement options to meet the individualized needs of special education students. With this responsibility in mind, the High School is fully prepared to provide each special education student with an appropriate placement based on the student's individual needs. For each special education student, the ARD committee will identify an appropriate placement that meets the student's educational and behavioral needs in the least restrictive environment.

Many placement options are currently available for special education students, including placement in the regular classroom with appropriate accommodations, computer-based instruction, and technology-assisted classes. Students with disabilities may be placed in these classes with additional

support from appropriately certified special education teachers and provided any additional related services needed to help them succeed in these settings. In addition, the Collegiate High School is also prepared to recruit and hire a sufficient number of certified special education teachers as necessary to serve the needs of the school's special education students, including those needed to staff self-contained classrooms or other limited enrollment classes. However, due to the limited enrollment of the High School, it is premature to implement a significant number of new educational settings that may or may not be required by the students enrolled. Therefore, the hiring of these special education teachers will be contingent on the identification of special education students who require placement in self-contained or other limited settings.

For students whose disabilities preclude them from attending classes at a college, the DCCCD also offers an extensive distance education program. If appropriate, telecourses are available over local cable television channels and through videotapes that are exchanged between the student and the college library. Telecourses are supplemented by faculty members at the college, who direct listserves and e-mail groups for students to facilitate interaction and learning. The district's on-line eConnect system allows students to interact with instructors and to review syllabi, reading assignments, and their academic progress. This system even allows limited interaction among students regarding academic work. If a special education student's ARD committee determines that telecourses are an appropriate placement and that such a placement complies with the school's responsibility to provide the least restrictive environment, the student may access instruction via the telecourses, with additional support from special education teachers or other professionals, as necessary to implement the student's IEP.

The DSO is already experienced in developing specialized programs to fit the unique needs of students. For example, the DSO currently supports the Total Reintegration (TRI) Program for students who have experienced a traumatic brain injury. Through this program, individuals who have closed head injuries and related brain damages receive therapy and support to reacquire the skills they need to function more fully, with the goal of eventually entering higher education. TRI involves students with brain injuries in a campus-based remedial program that brings them back into the mainstream of community life. The college plays a major role in promoting social re-integration while the students with brain injuries are involved in remedial education, physical fitness and life skills classes. This is just one example of the DSO's current efforts to serve students with special needs.

**f) How charter school staff members will continue to provide a free and appropriate public education for expelled students eligible for special education services:**

Students expelled from the High School who are eligible for special education services will continue to receive services sufficient to allow the students to participate in the general curriculum and to progress in their individualized education plans. In response to the recommendations made by the expelled student's ARD committee, the High School will provide services at the student's home or another appropriate setting as necessary to insure that the student continues to receive the services required in accordance with federal and state law.

The Collegiate High School expects to be able to provide necessary services to expelled students by taking advantage of the resources made available to members of the ESC Region 10 Cooperative or, if necessary, entering into a shared services agreement to provide needed special education services not available through the DSO.

**g) Process to determine initial placement of transfer students eligible for special education services:**

Because Richland College is not a public school, all students are transfer students and will be treated in a like manner. Specifically, if there are more applicants than available openings, the Collegiate High School will accept new students according to a lottery system at the beginning of each school year. The High School will not enroll transfer students during the year. Successful lottery applicants are admitted to the High School and proceed through an extensive enrollment procedure, which includes a series of meetings and assessments with High School and college staff members. In this enrollment process, a DSO staff member will participate in meetings to inform the student and parent/guardian of the services the High School and college offer students with special needs and to encourage students to inform the DSO of their needs.

For a new student who is already identified as eligible for special education services and was being served under an IEP at his/her former school, the DSO will facilitate acquiring the student's records from the former school and will convene an ARD committee meeting to review the previous IEP. The ARD committee will be composed of the appropriate professionals, according to federal and state regulations, from the DSO staff and, as necessary, additional contracted professionals. Before the new school year begins, the ARD committee will meet and either: adopt the student's previous IEP, if appropriate; develop and implement a new IEP for the student, based on available evaluation data; or implement temporary special education services until additional evaluation data is obtained. If for some reason the DSO is unable to arrange for an ARD committee review of the current IEP prior to the beginning of the new school year, the High School will provide a special education placement and services comparable to those described in the student's previous IEP until such time as the ARD committee can meet to assess the appropriateness of the previous IEP.

**h) How the school will provide individually determined extended school year services for students whose ARD committee determines a need:**

For each special education student, the student's ARD committee will make a determination as to whether that student may have difficulty retaining the skills and knowledge acquired during the school year over the summer break or other long holiday breaks during the school year. This determination is made by the ARD committee based on an observance that the student requires a significant amount of time to recoup previously mastered skills following breaks in the school year. For each student that an ARD committee determines is in need of extended school year ("ESY") services, the ARD committee will develop an IEP for ESY services, with appropriate goals and objectives.

A distinct advantage for the High School's ability to provide ESY services is that DCCCD currently operates on a year-round schedule; therefore all forms of instruction are offered throughout the calendar year, including classes, individualized experiences on campus, distance learning and supplemental services. The DSO will coordinate the educational and other related services deemed necessary by the ARD committee for each special education student determined to need ESY services. The ESY educational and related services will be provided by appropriately certified special education teachers from the High School, DSO staff, and other contracted professionals as appropriate, based on each student's IEP.

**i) How the school will meet the needs of students with dyslexia:**

The DSO will develop a program for dyslexia services for High School students that is consistent with the mandates of state and federal law and incorporates appropriate procedures for identifying the need for a dyslexia assessment, screening for dyslexia and related disorders by trained professionals, assessment of a student's need for dyslexia services, and an appropriate instructional program for dyslexia.

Generally, state law and regulations focus on identifying and assessing a student for dyslexia as early as possible in the student's educational career. However, the charter applicant acknowledges that if a student fails to make expected academic progress at any grade level, the student's needs should be evaluated. The High School and DSO will implement appropriate procedures to identify students who may not have been previously diagnosed with dyslexia, but exhibit the characteristics of dyslexia or exhibit poor performance in reading, writing or spelling that is significant, based on the grade level.

Counselors will be charged with evaluating and monitoring High School students' progress. The counselor assigned to monitor a students' progress will have an effective opportunity to observe reading difficulties or insufficient progress in courses that include a significant reading or writing component. The counselor's regular interaction with the student will also allow the counselor an opportunity to rule out other factors impacting the student's lack of progress and make a referral for dyslexia assessment as necessary. Counselors will be instructed to document evidence that a student is struggling with reading or related courses and collect additional information to determine if a dyslexia assessment is necessary, including, if appropriate, the results of vision and/or hearing tests, teacher reports of classroom behavior, accommodations or modifications provided in the classroom, progress reports, parent input, and any other information that may be useful in evaluating the student's needs. In addition to referrals from counselors, the DSO will also consider referrals for dyslexia assessment from students, parents and faculty. High School students will regularly attend a study hall period to receive assistance with coursework. These sessions will afford an additional opportunity for staff to identify a student who evidences difficulty with reading or assignments that require a significant amount of reading or writing and refer these observations to the student's counselor.

Following a referral and parent consent, the student will be evaluated using appropriate tests and assessments by professionals trained in assessments to evaluate students for dyslexia and related disorders, as required by state regulation. A committee of persons familiar with the student, including the student's counselor, a DSO staff member with appropriate knowledge of dyslexia and dyslexia instruction, and others knowledgeable about the student and the evaluation data will determine if the student has dyslexia, according to the guidelines prescribed by state law and regulations. For students eligible for special education services who also meet the criteria for dyslexia, a staff member with knowledge of dyslexia and dyslexia instruction may participate in the development of the student's IEP, to insure that appropriate dyslexia services are provided consistent with the student's other special needs.

For students determined to have dyslexia, the High School will provide an appropriate instructional program that meets the elements required by law. If appropriately trained staff is not available to administer the program, then the DSO will recruit a teacher trained in dyslexia instructional strategies, provide a current staff member with appropriate professional development and training, or contract with an outside professional.

**j) How the school will meet the needs of children who qualify for Section 504:**

The DSO has served Richland College students with disabilities for more than 20 years. The office serves 500-700 students with disabilities each semester. The DSO staff currently includes seven very qualified professionals — the director, four special populations advisors, a coordinator of interpreter services, and a department assistant — with an accumulated experience of working with disabled students that exceeds 90 years. Richland College has already designated a Section 504 Coordinator. In preparation for the additional responsibilities and demands upon this office in relation to the addition of the High School program, a diagnostician will be added to the DSO staff. Other staff positions may be considered as necessary to adequately support the needs of the entire student population. The DSO staff is fully prepared to serve the needs of High School students that qualify for disability services.

The DSO currently promotes self-identification for disability services by providing informational material that explains in layman terms the applicable laws related to disability services for students – Section 504 of the Federal Rehabilitation Act ("Section 504") and Title II of the Americans with Disabilities Act ("ADA"). These materials also provide guidance for students regarding the services and accommodations available to students with disabilities and useful information for faculty, staff and students about understanding and interacting with disabled students.

Admittedly, much of the organization's current program is based on self-identification, which is appropriate for a college-level student body. The focus on self-identification for Section 504 services will be altered for the High School program to also promote identification and referrals by faculty, staff, counselors and parents, as well as the students themselves. The DSO staff will educate the faculty and other school personnel on identifying students who may qualify for modifications or accommodations under Section 504, utilizing the materials and resources available from the regional education service centers, as well as the DSO staff's own extensive experience serving disabled students.

In particular, the High School program includes regular interaction between each student and a counselor assigned to follow that student's progress. The continuity of this regular interaction and monitoring will facilitate referrals for Section 504 services by counselors – if/when a counselor recognizes a student struggling in a particular area or having difficulty acquiring particular skills.

Upon receipt of a referral for Section 504 services, the DSO will arrange for appropriate testing and evaluation to determine eligibility, if necessary. For students with an eligible disability or impairment under Section 504, the DSO will develop a Section 504 Plan, in consultation with the parents, teacher and any other appropriate school personnel, to provide necessary accommodations and/or modifications to eliminate any barriers to the student's educational experience in the regular classroom. Parents will be informed of all services and options available to the student, as required by federal law.

The DSO is well prepared to provide services to ensure that each student eligible for Section 504 accommodations is able to participate in the regular classroom experience. Following are examples of the services that DCCCD currently provides, which will be available to the High School students:

- Sign language interpreting
- Computer-aided real-time (CART) translation
- Note-taking
- Tutoring
- Reader/scribe services
- Assistive technology
- Loans of specialized equipment
- Large print materials
- Academic and career advisement services
- Special testing arrangements
- Priority registration
- Information and referrals services.

Richland College and the DCCCD currently meet the needs of all students who qualify for Section 504. At Richland College, these services are provided through the DSO as outlined above. The campus is fully accessible to the mobility impaired and is frequently inspected to assure Section 504 regulations continue to be met in all respects.

**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**  
Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

**Check all that apply:**

- ☒ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☒ Member of the governing body of the charter school
- ☐ School officer \_\_\_\_\_  
State Position as defined in TEC, §12.1012

**Full Name of Sponsoring Entity** Dallas County Community College District -

**Full Name of Proposed Charter School** Richland Collegiate High School of Mathematics, Science, and Engineering

*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) Marion Katherine Boyle
2. Have you ever had your name changed or used another name? Yes  
If yes, give reason for the change: Kitty - nickname  
Maiden Name (if female): Murphy  
Other names used at any time: \_\_\_\_\_
3. State your current home address: 1718 Cripple Creek, Irving 75061
4. State your current home telephone number: (972) 254-3195
5. Education: Dates, Names, Locations and Degrees  
College: 1960 University of Texas, Austin, TX; , B.A.  
Graduate Studies: \_\_\_\_\_  
Others: \_\_\_\_\_
6. List membership(s) in professional societies and associations: Association of Legal Administrators  
National Notary Association
7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES       | EMPLOYER              | ADDRESS                                 | POSITION      |
|-------------|-----------------------|-----------------------------------------|---------------|
| 1994 - 2004 | Boyle & Lowry, L.L.P. | 4201 Wingren, Ste. 108 Irving, TX 75062 | Administrator |
|             |                       |                                         |               |
|             |                       |                                         |               |

8. Present employer may be contacted: ☒ Yes ☐ No

9. Former employers may be contacted: ☒ Yes ☐ No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

11. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES          | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS                         | POSITION                         |
|----------------|-------------------------------|---------------------------------|----------------------------------|
| 1999 - Present | The Ranch Academy             | 3120 V2CR 2318 Canton, TX 75103 | Vice Chair, Board<br>of Trustees |

12. List all previous experience with any charter school management company:

| DATES       | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------------|--------------------|---------|----------|
| <u>None</u> |                    |         |          |

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): Notary – 06/06/2000 to Present

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 be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? No If so, please state the compensation you expect to receive. \_\_\_\_\_  
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. \_\_\_\_\_

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details: \_\_\_\_\_

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details: \_\_\_\_\_



18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: \_\_\_\_\_
19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No If so, give details: \_\_\_\_\_
20. Have you ever been adjudged bankrupt? yes If so, give details: Because of a dispute with the Internal Revenue Service, it was necessart to file Chapter 7 Bankruptcy Protection in 1991. The bankruptcy was fully discharged in 1993.
21. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? no If so, give details: \_\_\_\_\_

Dated and signed this 13 day of DECEMBER, 2005.  
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.

[Signature]  
(Signature of Affiant)

VERIFICATION

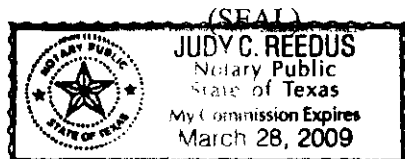
State of TEXAS  
County of DALLAS

On this day, K Boyle (name of affiant) appeared before me the undersigned notary public and deposed 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 13<sup>th</sup> day of December, 2005.

[Signature]  
(Notary Public)

My commission expires \_\_\_\_\_





**APPLICATION FOR ADMISSION - FALL 2006**  
**Richland Collegiate High School of Mathematics, Science, and Engineering**

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
First MI Last

Address: \_\_\_\_\_  
Street Apt #  
City County State / Zip Code

Applicant's telephone number: \_\_\_\_\_

Applicant's e-mail address: \_\_\_\_\_

School district of residence: \_\_\_\_\_

Current grade in school: (circle one)      Sophomore      Junior      Senior

**Contact Information:**

Parent/Legal Guardian name: \_\_\_\_\_

Parent/Legal Guardian telephone number: \_\_\_\_\_

Parent/Legal Guardian e-mail address: \_\_\_\_\_

Has the applicant ever been convicted of a criminal offense, adjudicated in juvenile court, or removed from class and placed in a disciplinary alternative education program due to conduct?    ☐ Yes    ☐ No

If "yes", please explain the circumstances: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please submit application to:

Richland Collegiate High School  
Room A-222  
12800 Abrams Road  
Dallas, TX 75243-2199

Deadline for receipt for application is 5:00 p.m. March 31, 2006

Educational opportunities are offered by Richland College without regard to race, color, age, national origin, religion, sex, disability, or sexual orientation.

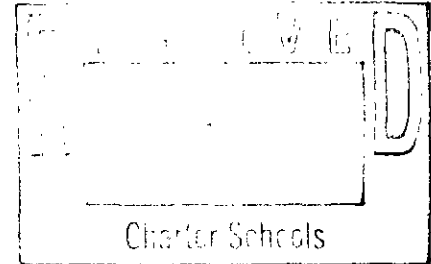


Richland College

DALLAS COUNTY COMMUNITY COLLEGES

December 15, 2005

Erika Pierce  
Division of Charter Schools  
Texas Education Agency  
1701 N. Congress Street  
Austin, TX 78701



Dear Erika:

The responses to the contingencies requested concerning the Richland Collegiate High School of Mathematics, Science, and Engineering are enclosed. As you will notice, a new biographical affidavit for Marion Katherine Boyle is not enclosed. She has gone on an extended trip out of the country and failed to give me her completed affidavit before she left. However, as you might note from her original affidavit, she is Vice Chair of the Board of Trustees of the Ranch Academy in Canton, Texas, also a charter school. In that role, I am assuming you have a biographical affidavit from her, which - while I know it does not replace the affidavit we must submit - will allow you to review her qualifications to be a member of our Board of Trustees.

I plan to be on campus much of next week, then away for the following two weeks. However, if I am not at my college phone number, you can reach me on my cell phone at 214-288-1706. Please do not hesitate to call me if you need more information.

Thank you for your help as we prepare to move out along this road. I wish you and everyone in your division "Happy Holidays!"

Sincerely,

David B. Canine  
Vice President for Institutional Advancement

*PS - You never know! I just received her affidavit and it is attached. DC*

**RICHLAND COLLEGIATE HIGH SCHOOL OF  
MATHEMATICS, SCIENCE, AND ENGINEERING**

**Dallas County Community College District**

**Reply to Division of Charter Schools  
Application Review/Contingencies**

The following pages contain responses to the contingencies raised by various divisions of the Texas Education Agency, formatted as requested in the letter dated October 19, 2005. The responses to the "Legal Review" have also been sent directly to Margaret Baker at her request. All requested documents such as the biographical affidavits and assurances are attached.

## **Biographical Affidavits**

### **Issue Identified:**

“Marion Katherine Boyle: Resubmit affidavit as board member stated, in Question 20, that she had not ever been adjudged bankrupt, ‘...within a relevant time period’ (P. 74). If the question should have been answered in the affirmative, so state and provide details.”

### **Response:**

A completed affidavit will be sent as soon as Ms. Boyle returns from out of the country.

### **Issue Identified:**

“Stephen Keith Mittelstet, Superintendent: Resubmit affidavit with answers to questions 18-21 (P. 92).”

### **Response:**

A completed affidavit is attached.

An affidavit for the RCHS Business Manager, Finney Varghese, is attached. An affidavit for Pattie Powell, an additional member of the RCHS Board of Trustees, is also attached.

**Issue Identified:**

“Strike the following language: ‘While students will not normally be admitted to attend the high school for only the 12<sup>th</sup> grade, the superintendent may admit students to the 12<sup>th</sup> grade who can demonstrate special circumstances...’ (P. 58).”

**Response:**

Replace “Admissions Policy,” in section 9A on page 58 with the following:

**Period during which applications will be accepted:**

*Applications from prospective students to attend the Collegiate High School will be accepted from December 1 of the preceding year through 5:00 PM on March 31 of the year in which the student wishes to attend. If March 31 falls on a Saturday or Sunday, the deadline will be extended to 5:00 PM on the following work day. Applications will be accepted from students who intend to enter the 11<sup>th</sup> grade the following school year. Students who are admitted to the High School must confirm their eligibility to enter the 11<sup>th</sup> grade by August 1 of the year in which they intend to enroll in the High School.*

## **Assurance Documents**

### **Issue Identified:**

“Signed Assurances related to the requirements of bilingual/ESL programs, Section 504 of the Rehabilitation Act of 1973, and dyslexia programs will be required if a charter is awarded. In addition, a special education and federal assurance document is required prior to the execution of a charter contract.”

### **Response:**

Signed assurances are attached.

## **LEGAL REVIEW**

The responses to the “Legal Review” have been sent directly to Ms. Baker at her request. A copy of those responses follows this page.



## **RESPONSES TO LEGAL REVIEW OF GENERATION 11 APPLICATION**

**Proposed Charter School:** Richland Collegiate High School of Mathematics, Science and Engineering

**Sponsoring Entity:** Dallas County Community College District

The attached responses are provided for each issue identified in the original document and discussed by David Canine and Margaret Baker on November 9, 2005. These responses are sent directly to Ms. Baker at her request.

Response are provided on a separate page for each identified issue. The responses are written as amended responses to the identified section in the original application for a charter submitted in February 2005.

### **Biographical Affidavits**

**Issue Identified:**

“Marion Boyle’s affidavit did not include an appropriate response to question 20 regarding whether she has ever been adjudged bankrupt. A new affidavit must be submitted.”

**Response:**

A complete affidavit from Marion Boyle has been submitted to the TEA Division of Charter Schools as requested.

**Issue Identified:**

“Stephen Mittelstet’s affidavit fails to include answers to questions 18 through 21 (p. 92). A new affidavit must be submitted.”

**Response:**

A complete affidavit from Stephen Mittelstet has been submitted to the TEA Division of Charter Schools as requested.

**Issue Identified:**

“Mr. Canine advised me that a new board member has been added and that a business manager has been hired. Affidavits for these two individuals will also be submitted.”

**Response:**

Ms. Pattie Powell has been added to the Board of Trustees for the Richland Collegiate High School. Her complete affidavit has been submitted to the TEA Division of Charter Schools.

Mr. Finney Varghese has been assigned to be the Business Manager for the RCHS. His complete affidavit has been submitted to the TEA Division of Charter Schools.

**Issue Identified:**

“The list of board members on p. 49 will also be revised.”

**Response:**

Revise section 6A on page 49 to read:

**Members of the governing body of the sponsoring entity:**

The members of the Dallas County Community College District Board of Trustees are:

Jerry Prater, President  
Marion K. Boyle  
Charletta Rogers Compton  
Bob Ferguson  
Diana Flores  
Martha Sanchez Metzger  
Pattie Powell.

A copy of the resolution these board members adopted on January 12, 2005, to approve this application for a charter for the Richland Collegiate High School is included in *Attachment A*.

## **Teacher Qualifications**

**Issue Identified:**

“Page 44 reflects that all the teachers will be faculty members of Richland College. It is unclear whether the teachers will meet the “highly qualified” standard required for core academic area teachers under the NCLB Act.”

**Issue Identified:**

“It is unclear whether the proposed school will have teachers certified in special education.”

**Response:**

Replace section 5H on pages 44-45 with the following:

**Job descriptions for all charter school teachers and other instructional staff:**

The Collegiate High School will not employ any full-time teachers. All teachers will be faculty members of Richland College. All full-time and adjunct faculty members must meet the criteria set by SACS for accreditation – Master’s degree with at least 18 graduate hours in the subject taught for college transfer, Bachelor’s degree plus at least three years of relevant experience for technical programs. The job description for faculty members who will teach RCHS students follows:

1. Reports for duty in accordance with the District’s calendar and contractual obligations.
2. Teaches students effectively in assigned classes and maintains office hours for student consultation in accordance with the procedures and policies outlined in the Board of Trustees Policies and Administrative Procedures Manual.
3. Gives students written course expectations, including the course objectives, attendance policy, methods of evaluation, grading practices and the District and RCHS withdrawal policies.
4. Adheres to laws and District policies regarding accommodation of student disabilities as outlined in Section 504 and assists and supports in implementing students’ IEPs and ESL requirements.
5. Participates in the evaluation of the instructional process and explores appropriate strategies to make improvements in his/her own instruction.
6. Participates in development and support of the instructional division by recommending books and materials, revising curricula, and recommending teaching assignments when appropriate.
7. Participates in the planning process by assisting in the formulation of division objectives and goals and preparation of budget materials requests.
8. Maintains accurate and complete course records as required by law and the Board of Trustees Policies and Administrative Procedures Manual.
9. Participates in student advising and registration.
10. Promotes the college and the RCHS in the community.
11. Performs professional activities and assumes professional responsibilities as agreed upon with the division chairperson/dean.
12. Participates in his/her own performance appraisal.

The SACS criteria described above for faculty teaching college transfer classes apply to all of the core academic areas as included in the NCLB Act. These criteria meet the “highly qualified” standard as outlined in the publication “Guidance for the Implementation of NCLB Highly Qualified Teacher Requirements” issued by the Division of NCLB Coordination of the Texas Education Agency on October 24, 2005, based on the US Department of Education’s NRG document issued August 3, 2005.

On page 10 of this publication, in response to the question “Are charter school teachers required to be highly qualified under NCLB?” the Division provides the following guidance:

“Yes. All open-enrollment charter school teachers must hold at least a bachelor’s degree and must demonstrate competency in the core academic areas in they teach in order to meet highly qualified.”

The NCLB Act uses the concept of a “high, objective, uniform state standard of evaluation” (HOUSE) as the method by which experienced teachers can demonstrate competency in each core academic subject area.

The Texas Education Agency has established the process for achieving HOUSE, as described on page 24 of the “Guidance” in response to the questions “What HOUSE options are available for experienced secondary teachers?” The two-stage process requires that a teacher must first have “at least one creditable year of teaching experience in the subject to be taught or in a closely related field.” All faculty members at Richland College must have at least one year of teaching experience in an appropriate subject area to be employed.

The second stage of the HOUSE process relies upon a 24 point system that includes awarding points for “college coursework in the subject to be taught or in a closely related field” at a rate of 1 point for each hour of college credit. All RCHS teachers in core academic areas will hold a Master’s degree and have successfully completed at least 18 credit hours at the graduate level in that core academic area. In addition to earning 18 points for these 18 graduate hours, all faculty members will have earned more than 6 undergraduate credit hours, giving each faculty member at least 24 HOUSE points.

These qualifications are documented by the college’s Human Resources system and verified by the Vice President for Student Learning’s staff members prior to the employment of any professor. RCHS staff members will confirm and document these competencies for all professors teaching RCHS students. This is the process used by school districts in Dallas County to verify that dual credit courses taught by college professors meet “highly qualified” standards.

In response to this same question, the “Guidance” also states that “Special education charter school teachers must also have appropriate special education teacher certification to meet highly qualified.” All special education teachers employed to serve RCHS students will be required to hold a current certification in the appropriate areas. They will also be required to meet the other criteria for “highly qualified” status if they are teaching in a core academic area. The specific job requirements for each special education teacher will respond to the specific needs of the student(s) that teacher will be serving.

Richland College offers an alternative teacher certification program that certifies special education teachers. The faculty members in this program are certified special education teachers, as are their successful graduates. This connection assures that the college will find and employ highly qualified, certified special education teachers to serve RCHS students. All faculty members at Richland College are also advised in identifying and accommodating student disability issues through the college’s Disabilities Services Office.

In addition to faculty members, the learning communities could incorporate an Instructional Associate to assist in the classroom. These associates support the faculty members in the classroom and handle some classroom administrative details. They must have a Bachelors’ degree in the appropriate area and two years of experience in a teaching environment. They will not be the teacher of record for these courses, but they will provide academic assistance for students. A job description for the position of Instructional Associate follows:

1. Prepares classroom exercises and laboratory experiments as necessary to demonstrate learning experiences taught by course instructor.
2. Assists students through clarification of course assignments, lectures, tests and lab exercises through direct interaction in a classroom and/or lab environment.
3. Works with students individually and in small groups to select and use instructional resources to demonstrate assignments.

4. Occasionally instructs credit courses in the absence of the assigned instructor.
5. Assists instructor through preparation and administration of tests and exams and recording grades. May participate in the development of curriculum and instructional resources.
6. Participates in faculty meetings to discuss new and/or to revamp program goals and objectives.
7. May maintain a variety of related records and provide information for decision-making.
8. Performs related duties as assigned.

**Issue Identified:**

“It is unclear whether the proposed school will have teachers certified in bilingual education or ESL. Page 26 states that students requiring bilingual/ESL will enter the college’s extensive English for Speakers of Other Languages (ESOL) program. Under TEC § 29.061, which applies to charter schools, a teacher assigned to a bilingual education, an ESL, or other special language program must be appropriately certified. Therefore, the teachers in the ESOL program must be certified in order to teach the charter school students.”

**Response:**

Replace section 3A, paragraph titled Spanish Language Arts and English as a Second Language on page 26 with the following:

**Spanish Language Arts and English as a Second Language**

High School students requiring bilingual/English as a second language (ESL) instruction will enter the college’s extensive English for Speakers of Other Languages (ESOL) program. All of the instructors employed to teach RCHS students bilingual education and/or ESL will be certified as required. Richland College offers an alternative teacher certification program that certifies bilingual/ESL teachers. The faculty members in this program are certified bilingual education/ESL teachers, as are their successful graduates. This connection assures that the college will find and employ highly qualified, certified bilingual education/ESL teachers to serve RCHS students.

The ESOL program provides instruction at four levels in listening/speaking, reading, writing, and grammar starting with courses for persons with no English-speaking skills and moving on to college-preparatory courses. These levels of courses equate to the courses at various levels outlined in the TEKS.

Every ESOL student’s skill levels are assessed in all four areas. The student is then placed into classes at the appropriate level in each subject. Classes are offered in several modes that allow a student to move at an individual speed toward mastery of the language – small classes that meet more often than usual classes, individualized and computer-based instruction, and semester-long learning communities. While the ESOL classes are not college-level, meaning High School students taking those classes will not earn transferable college credits, the students will move toward high school graduation while taking those classes.

## Admissions Policy

### **Issue Identified:**

“Numerous pages of the application reflect that the proposed school will only accept students who have earned enough high school credits to graduate within two years, passed certain courses in the 9<sup>th</sup> and 10<sup>th</sup> grades, and passed the TAKS test for 10<sup>th</sup> grade (pp. 28, 115). A charter school may not base admissions on past academic performance. Therefore, it would not be permissible for the proposed school to limit enrollment to only those students who have previously passed certain courses and/or achievement tests. While it is permissible for a school to limit enrollment to certain grade levels, the school will need to carefully define what constitutes an 11<sup>th</sup> or 12<sup>th</sup> grader so that admission is open to any 11<sup>th</sup> or 12<sup>th</sup> grader regardless of past academic performance.”

### **Response:**

Replace section 3B on pages 28-30 with the following:

### **How the program will prepare all students to meet state graduation requirements:**

The Collegiate High School will admit students into the 11<sup>th</sup> grade. This grade level is defined as being in a position to earn sufficient high school credits to be eligible for graduation within two years. Admission is open to all students living within the geographic boundaries outlined in this application. The RCHS “Application for Admission” will not request information from applicants regarding past academic performance, nor will information related to past academic performance be considered in making any admission decisions.

Based upon the typical schedule school districts propose for students in the 9<sup>th</sup> and 10<sup>th</sup> grades to complete the “recommended” or “distinguished achievement” diploma upon graduation, Collegiate High School students could meet state graduation requirements following the schedule outlined below. The following schedule is only for illustrative purposes. Students admitted to the RCHS will receive individualized advising to complete their high school graduation requirements. The RCHS will enroll students in the 11<sup>th</sup> and 12<sup>th</sup> grades without limits based on special needs, a non-traditional set of coursework, or other measures that violate the open-enrollment requirement. The TEKS and state graduation requirements will be followed for every RCHS student.

| <b><u>9<sup>TH</sup> GRADE/HIGH SCHOOL (7 credits)</u></b>                                                                           |                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b><u>Fall Semester</u></b>                                                                                                          | <b><u>Spring Semester</u></b>                                                                                           |
| English I<br>World Geography<br>Language Other Than English I<br>Algebra I<br>Foundations of Personal Fitness<br>Biology<br>Health I | English I<br>World Geography<br>Language Other Than English I<br>Algebra I<br>Physical Education<br>Biology<br>Elective |



| <b><u>10<sup>TH</sup> GRADE/HIGH SCHOOL (7 credits)</u></b>                                                                                                         |                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Fall Semester</u></b>                                                                                                                                         | <b><u>Spring Semester/Summer School</u></b>                                                                                                                                    |
| English II<br>Geometry<br>Language Other Than English II<br>Physical Education<br>Chemistry<br>World History<br>Technology Applications                             | English II<br>Geometry<br>Language Other Than English II<br>Elective<br>Chemistry<br>World History<br>Technology Applications                                                  |
| <b><u>11<sup>TH</sup> GRADE/COLLEGIATE HIGH SCHOOL (5 credits/30 credit hours)</u></b>                                                                              |                                                                                                                                                                                |
| <b><u>Fall Semester/Winter Term</u></b>                                                                                                                             | <b><u>Spring Semester/May Term/Summer School</u></b>                                                                                                                           |
| ENGL 1301<br>DMAT 0097, 0098, 0099, or MATH 1314/1414<br>HIST 1301<br>ARTS 1301, DANC 2303, MUSI 1304, or<br>DRAM 1310<br>Elective/Foreign Language Intermediate I* | ENGL 1302<br>Next course in series or MATH 2412<br>HIST 1302<br>Next course in series or second Fine Arts<br>introductory course<br>Elective/Foreign Language Intermediate II* |
| <b><u>12<sup>TH</sup> GRADE/COLLEGIATE HIGH SCHOOL (5 credits/32-34 credit hours)</u></b>                                                                           |                                                                                                                                                                                |
| <b><u>Fall Semester/Winter Term</u></b>                                                                                                                             | <b><u>Spring Semester</u></b>                                                                                                                                                  |
| ENGL 2322<br>PHYS 1401/1405<br>GOVT 2301<br>SPCH 1311<br>Elective                                                                                                   | ENGL 2323<br>PHYS 1402/1407<br>ECON 1303<br>Elective<br>Elective                                                                                                               |

\* Required for Distinguished Achievement High School diploma

This schedule gives the graduating student 24 high school credits and at least 62 college credit hours.

A student could graduate from the Collegiate High School and Richland College at the same time by choosing core curriculum courses as electives. The core curriculum requirements that are not satisfied by meeting high school graduation requirements are GOVT 2302, PHED 1164, a Computer Science course, and a course from the Cultural Studies/History/Philosophy/Religion grouping. In addition to taking college classes during the Fall and Spring semesters, High School students in the 11th grade could take courses during Winter Term, May Term, and/or summer school. High School seniors could take courses during Winter Term before graduating.

Of course, students who wish to earn an AA degree, but who do not seek to graduate from the High School and Richland College at the same time can complete their AA requirements after high school graduation. Students who are not seeking an AA degree from Richland College can complete their high school elective credits with college courses that meet their high school graduation requirements, working with a counselor to assure these courses also move them toward their career aspirations. These options would allow students to complete additional college-level mathematics and science courses while attending Richland College prior to transferring to a four-year university.

The schedule listed above is an example. High School and college academic advisors will work with each entering student to review that student's academic record, assessment results, and educational goals. Based upon this review, the advisor and the student will develop a degree plan outlining the best path for this particular student to take to graduate from the High School. Students who need ESL services will enroll in the appropriate ESOL courses and receive support services. Students with disabilities will

meet with the college's Disabilities Services staff members and academic advisors to determine the most appropriate graduation plan for this particular student. These personalized services will help each student achieve his or her goals without forcing all High School students into a single learning modality.

**Issue Identified:**

"The coversheet and pages 4, 58, and 65 contain somewhat conflicting information regarding enrollment during the first year of operation. Page 65 reflects that the proposed school primarily seeks to admit 200 11<sup>th</sup> graders but that it may admit a few 12<sup>th</sup> graders who demonstrate "special circumstances." The school must be open to all eligible applicants and should not be admitting 12<sup>th</sup> graders on a case-by-case basis. The applicant could serve only 11<sup>th</sup> graders during the first year of operation or could designate a very small number of slots for 12<sup>th</sup> graders but admit those 12<sup>th</sup> graders on an equal basis."

**Response:**

The coversheet has been revised to remove the 12<sup>th</sup> grade as a grade level to be served in the first year of operation. Replace the opening section of section 1A on page 4 with the following:

**Why the proposed open-enrollment charter school is needed and why sufficient demand exists to make the school viable:**

*"The higher education community must do more to support academic rigor, especially in high school, which is the key to success in college. It must help high schools expand high quality dual-credit and advanced-placement courses, as well as other academic and informational programs that provide all students genuine pathways to college."*

(Raymund A. Paredes, Texas Commissioner of Higher Education, *Dallas Morning News*, January 16, 2005)

The Dallas County Community College District (DCCCD) proposes to open a charter high school at Richland College in Fall 2006 to be known as the "Richland Collegiate High School of Mathematics, Science, and Engineering." The High School will serve 200 11<sup>th</sup> grade students in its first year and 400 students – 200 juniors and 200 seniors – each year afterward through college-level dual credit classes. Students will enroll in college classes, earning high school credits toward graduation while also earning college credits. The High School will be open to students from Dallas County and the surrounding counties. As Richland College students, Collegiate High School students will have complete access to all the services offered to students at the college and throughout the DCCCD.

The movement toward higher education institutions holding charters to operate public high schools is a national trend. Maricopa Community College District in Phoenix, Arizona, operates three charter high schools while community colleges in Florida, South Carolina, Michigan, and New York operate charter high schools. The "Middle College" effort has resulted in public high schools operating on 120 community college campuses across the country, about half of which are charter schools. The "Early College Initiative" funded by the Gates Foundation supports 46 early colleges in 19 states, 30% of which are charters, while 72% are run by community colleges. The Initiative anticipates funding 170 early colleges in 25 states serving 68,000 students by 2012. In September 2004, the CEO of the Chicago Public Schools challenged each of the city's universities to run a charter school. As part of his "Renaissance 2010" plan to strengthen the school system, he said, "I'd like to see all the universities run a Chicago public school. Run a charter. Run a contract." (*Chicago Sun-Times*, September 3, 2004)

The need and demand for the Richland Collegiate High School is great. As a comprehensive community college system, the DCCCD's mission is to identify the community's educational needs and to work with employers and other educational institutions – both secondary and postsecondary – to best tackle those needs. This application for the Richland Collegiate High School is an example of carrying out that mission to best serve Dallas County and north Texas.

Richland College is the largest of the district's seven community colleges, enrolling about 14,000 credit students each semester. The campus lies on the northeast edge of Dallas, adjacent to Richardson and Garland. While its service area encompasses areas of all three cities, Richland College draws students from across Dallas, Collin, and Rockwall Counties who enroll in mathematics and engineering programs seeking to transfer to The University of Texas at Dallas and other universities noted for their engineering

programs, in pre-medical and pre-dental oriented science curricula to transfer to The University of Texas at Arlington and other universities noted for their medical programs, and in the Teacher Preparation Institute before enrolling at Texas Women's University and the University of North Texas to become public school teachers.

**Response:**

Replace section 9A on page 58 with the following:

**Period during which applications will be accepted:**

Applications from prospective students to attend the Collegiate High School will be accepted from December 1 of the preceding year through 5:00 PM on March 31 of the year in which the student wishes to attend. If March 31 falls on a Saturday or Sunday, the deadline will be extended to 5:00 PM on the following work day. Applications will be accepted from students who intend to enter the 11<sup>th</sup> grade the following school year. Students who are admitted to the High School must confirm their eligibility to enter the 11<sup>th</sup> grade by August 1 of the year in which they intend to enroll in the High School.

**Response:**

Replace section 11A on page 65 with the following:

**Anticipated growth in personnel, facility, and equipment expenditures:**

The Collegiate High School will admit up to 200 students in the 11<sup>th</sup> grade for the 2006-2007 school year. In the second year of classes (2007-2008), the High School will enroll 200 more students in the 11<sup>th</sup> grade and move 200 students to the 12<sup>th</sup> grade for a total enrollment of 400. This will be the maximum enrollment for the High School.

Since the High School will rely upon the personnel already in place at Richland College to a great extent, no increase is anticipated in staffing for the second year. Of course, the Superintendent and Principal will be responsible for observing the quality of services these staff members are able to provide and, if additional staffing is needed, to identify the positions needed and to fill them.

The High School will not need additional facilities as the students will be absorbed into the current facilities of Richland College. A new Science Building will be built at Richland College within the next five years, which will expand facilities for all students including those in the High School.

As the High School enrollment grows from 200 to 400, the costs for textbooks will double while 200 additional laptop computers will be purchased each year. By the third year of operations, textbooks for a number of classes can be recirculated among students, reducing overall textbook costs. While some laptop computers may also be in condition to be recirculated, this will be more problematic due to the rapid pace of technology. As feasible, laptop computers will be distributed again to new students, but not if the older laptops cannot handle the software students need for their classes. Outmoded laptop computers will be disposed appropriately according to DCCCD policies for handling excess property.

When the new Science Building is equipped, the High School will purchase some equipment for those classes in which High School students will enroll, though this will be in concert with Richland College. At this point, the High School may also need to hire some additional faculty members to teach solely High School courses, though, again, this is speculative at this point.

**Issue Identified:**

“It is unclear from the answer to item “f)” on p. 59 how the school will handle applications that are received after the lottery has been conducted.”

**Response:**

Replace section 9A on page 59 with the following:

**Acceptance of applications submitted outside the designated application period:**

Applications from prospective High School students will be accepted outside the period of December 1 – March 31. Applications from students who will enter the 11<sup>th</sup> grade the following school year that are received before December 1 will be held and included in the pool of students applying to attend the RCHS starting the following year.

Applications from students received after the announced application cut-off date will be held until a lottery has been conducted and a waiting list established. The names of these applicants will then be added at the end of the waiting list in the chronological order in which those late applications are received.

**Issue Identified:**

“The admissions application, enrollment form(s), and promotional materials must be submitted for review.”

**Response:**

The “Application for Admission” to the RCHS is attached. The Richland College application for admission, which students who have been admitted to the RCHS will complete as part of the enrollment process, is attached. Promotional materials, including a poster and brochures will be submitted when they are available. The RCHS website is located at [www.richlandcollege.edu/rchs](http://www.richlandcollege.edu/rchs).





# Richland College

DALLAS COUNTY COMMUNITY COLLEGES

March 29, 2006

Janice Hollingsworth  
Senior Audit Manager  
Division of Financial Audits  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701

Dear Ms. Hollingsworth:

Pursuant to your e-mail of March 28, 2006, I am enclosing our responses to the contingencies contained in the memorandum from David Loseke through you to Mary Perry dated March 28, 2006. These contingencies regard the application by the Dallas County Community College District for a charter school named the Richland Collegiate High School of Mathematics, Science, and Engineering, application review #701/04/034/016.

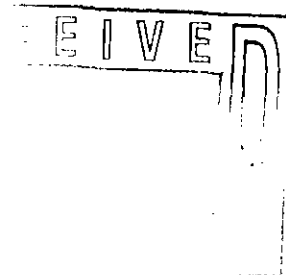
A response is included for each contingency. As appropriate, the response refers to sections of the application we submitted for a charter school as revised in response to previous contingency requests from the Texas Education Agency. In cases where these issues have been addressed in previous responses, the item(s) cited are the same as those included in the earlier response.

Thank you for your help in our efforts to respond to the contingencies. We are eager to complete these negotiations, as the DCCCD/RCHS Board of Trustees and RCHS Superintendent are impatiently demanding that we finish this chapter in the story of the RCHS. Please feel free to contact me, either by phone at 972-238-6919 or by e-mail at [dcanine@dcccd.edu](mailto:dcanine@dcccd.edu) as you need additional information.

Sincerely,

David B. Canine  
Vice President for Institutional Advancement/  
Deputy Superintendent

cc: Mary Perry  
✓ Erika Pierce



## **Responses to Contingencies**

**Memo dated 3/28/06 from David Loseke through Janice Hollingsworth to Mary Perry**

### **Richland Collegiate High School of Mathematics, Science, and Engineering** **Application Review #701/04/034/016**

#### **Contingency**

- 1) “The application states that students in the 11<sup>th</sup> grade additionally could take courses during the Winter term, May term, and/or summer school. The state does not fund summer school. A longer school year will not generate more funding for the school, it will mean that each day is funded less. (No student would generate more than one ADA.) Please confirm your understanding of the limited number of days funded.”

#### **Response**

Section 2b (“Vision of the School” – “Educational innovations that will distinguish the school”) of the RCHS application includes the following statement:

“State law requires that high school students receive 180 days of instructional services during each academic year. A full semester at Richland College includes 75 days of instruction, meaning a Collegiate High School student will participate in 150 days of instruction while taking college classes during the two semesters. Thus, students must receive another 30 days of instructional services during that academic year to meet state requirements. This requirement will be met by starting the academic year for high school students three weeks before Richland College classes start (15 instructional days), attendance for three days after the Richland College Fall Semester ends and two days before the Spring Semester starts (5 instructional days), and attending for two weeks after the Richland College Spring Semester ends (10 instructional days).”

While students may take courses in Winter term, May term, and/or Summer School if they choose, ADA funding will not be requested for any instructional days beyond the 180 days outlined above. It is understood that a longer school year will not generate more funding for the RCHS.

**Contingency**

- 2) “The charter school must understand that class schedules may not be averaged to calculate Average daily attendance (ADA) eligibility. If the students attends seven 50-minute classes on M/W/F and attend two 50-minute classes on T/TR, the student will be ineligible for Foundation School Funding since the student is not attending at least two hours of daily instruction. Please confirm your understanding of the minimum daily instruction requirement for funding purposes.”

**Response**

All RCHS students will attend class for at least 4 hours of instruction each day. Most, if not all, students will participate in learning communities from 1:00-4:00 each afternoon, plus attend one or more hour-long classes each morning. It is understood that all students must attend at least two hours of daily instruction to be eligible for Foundation School Funding.

### **Contingency**

- 3) “The application states that students requiring ESL services will enroll in the appropriate ESOL courses and receive support services. Since ESL requires special certification for instructors, there is a question of how ESL services will be delivered since the teacher and at least one member of the Language Proficiency Assessment Committee (LPAC) may be required to be certified in English as a Second Language and the college is not anticipating hiring additional teachers. Please provide additional information regarding the delivery of ESL services.”

### **Response**

Section 3a) of the RCHS application for a charter has been revised to read:

“RCHS students requiring bilingual/English as a second language (ESL) instruction will enter the college’s extensive English for Speakers of Other Languages (ESOL) program. All of the instructors employed to teach RCHS students bilingual education and/or ESL will be certified as required. Richland College offers an alternative teacher certification program that certifies bilingual/ESL teachers. The faculty members in this program are certified bilingual education/ESL teachers, as are their successful graduates. This connection assures that the college will find and employ highly qualified, certified bilingual education/ESL teachers to serve RCHS students.

The ESOL program provides instruction at four levels in listening/speaking, reading, writing, and grammar starting with courses for persons with no English-speaking skills and moving on to college-preparatory courses. These levels of courses equate to the courses at various levels outlined in the TEKS.

Every ESOL student’s skill levels are assessed in all four areas. The student is then placed into classes at the appropriate level in each subject. Classes are offered in several modes that allow a student to move at an individual speed toward mastery of the language – small classes that meet more often than usual classes, individualized and computer-based instruction, and semester-long learning communities. While the ESOL classes are not college-level, meaning High School students taking those classes will not earn transferable college credits, the students will move toward high school graduation while taking those classes.”

Besides providing certified ESL teachers to instruct ESL classes, the college’s ESL certification program will also assure that individuals certified in ESL will also serve as members of any LPAC that is convened to serve a student.

### **Contingency**

- 4) “The application states that students will be allowed to be admitted in their 11<sup>th</sup> grade year. This is defined as having enough credits that they can graduate in two years. This does not address special education students that may never have enough credit to get into the 11<sup>th</sup> grade or graduate from high school.

The application states that students with disabilities will meet with the college Disabilities services staff members and academics advisors to determine their most appropriate graduation plan. This is not the appropriate method of identifying the student’s needs. This is done with Admission, Review, and Dismissal (ARD) committee recommendations. Additionally there is no mention of how the school would serve special education student needs, since there is no provision for actually employing special education certified teachers. A Representative from IDEA Coordination within TEA will contact the school directly for clarification.”

### **Response**

In response to the first paragraph above, the first paragraph of Section 3b of the charter application is revised as follows:

“The Collegiate High School will admit students into the 11<sup>th</sup> grade. This grade level is defined as being in a position to earn sufficient high school credits to be eligible for graduation within two years. Admission is open to all students living within the geographic boundaries outlined in this application. The RCHS “Application for Admission” will not request information from applicants regarding past academic performance, nor will information related to past academic performance be considered in making any admission decisions.”

In response to the second paragraph above, Sections 10c, 10d, 10e, 10g, and 10h of the charter application are revised as follows:

#### **“10c) How charter holder staff members will access qualified and/or licensed personnel to conduct special education assessments and participate as members of the multidisciplinary assessment team;**

The DSO currently maintains a staff of seven very qualified professionals with a broad range of experience in serving students with disabilities. Two of these professionals are licensed Professional Counselors and four have degrees in Rehabilitation Counseling. One of these four also has a degree in Speech Therapy, was previously employed as a resource teacher in the Dallas Independent School District, and has experience reviewing medical, psychological and educational evaluation data to determine eligibility for disability programs.

In addition to the current staff, the DSO will recruit and hire a licensed diagnostician to assist with the High School's special education program. The Collegiate High School is also in the process of naming a Special Education Director. The DSO staff will also receive training on the requirements and responsibilities of a Texas public school special

education program to ensure that these professionals are fully equipped to provide appropriate assessment services to the High School's students.

The Collegiate High School's special education program and activities will be coordinated by the Special Education Director. The Special Education Director will be a member of the DSO staff. Upon receipt of a special education referral, the Director will make arrangements for the appropriate testing and evaluations as necessary and will facilitate communications with the parents. The appropriate professional needed to conduct an evaluation is dependent upon the basis of the referral. As referrals are made, the High School's Special Education Director will identify the appropriate professionals to conduct all necessary evaluations and assessments. The Director will arrange for evaluations by non-DSO staff as necessary.

The DSO already benefits from the partnerships it has developed with qualified and/or licensed professionals to assist with students who need additional services beyond those the DSO staff members can provide. These specialists are available to assist the DSO with conducting evaluations or providing services to special education students. For example, the DSO currently has ongoing relationships with many licensed professionals in areas such as psychology, psychiatry, and speech and occupational therapy through its associations with organizations such as the University of Texas at Dallas Callier Center for Communication Disorders and Scottish Rite Hospital.

The particular professionals needed to participate as members of a student's multidisciplinary team will also vary based on the basis of the student's special education eligibility. The Special Education Director will coordinate an appropriate team for each special education student from the current staff, diagnostician, teachers, and, if necessary, additional contracted personnel who specialize in a student's area of suspected disability.

**10d) How charter school staff members will have the capacity to provide special education and related services by appropriately certified and/or licensed personnel:**

Once a student's eligibility for special education services is established and parental consent is obtained, the Special Education Director will facilitate organizing the appropriate individuals to participate in the student's ARD committee, based on the student's eligibility for special education services. The ARD committee will meet and develop the student's Individualized Education Plan (IEP) in accordance with the requirements of state and federal law.

Accordingly, each student's IEP will mandate the necessary education and related service professionals required to provide FAPE for that student. Once these professionals are identified, the Special Education Director will plan for the appropriate personnel to serve that student and contract for outside professional services as required by the student's IEP, if there is no current qualified employee of Richland College. The Collegiate High School plans to recruit and employ appropriately certified special education teachers to support the needs of its students. Other related services may be provided by appropriate professionals who may be current employees of Richland College, or who may be outside independent contractors.

One important resource for identifying professionals who offer services in areas for which the DSO may not already have a relationship developed is through the Region X

Educational Service Center Cooperative. The High School will join the ESC Region 10 Cooperative to utilize the resources and services available through that organization to identify and develop relationships with certified and/or licensed professionals to provide special education and related services not available at Richland College.

As indicated above, the DSO staff members have the skills needed to provide many of these services and the connections to qualified and/or licensed professionals to provide other services for High School students as the need for those services is identified.

**10e) How charter school staff members will ensure a full continuum of placement options to meet the needs of students with disabilities:**

The charter applicant understands and acknowledges a public school's responsibility to provide a full continuum of placement options to meet the individualized needs of special education students. With this responsibility in mind, the High School is fully prepared to provide each special education student with an appropriate placement based on the student's individual needs. For each special education student, the ARD committee will identify an appropriate placement that meets the student's educational and behavioral needs in the least restrictive environment.

Many placement options are currently available for special education students, including placement in the regular classroom with appropriate accommodations, computer-based instruction, and technology-assisted classes. Students with disabilities may be placed in these classes with additional support from appropriately certified special education teachers and provided any additional related services needed to help them succeed in these settings. In addition, the Collegiate High School is also prepared to recruit and hire a sufficient number of certified special education teachers as necessary to serve the needs of the school's special education students, including those needed to staff self-contained classrooms or other limited enrollment classes. However, due to the limited enrollment of the High School, it is premature to implement a significant number of new educational settings that may or may not be required by the students enrolled. Therefore, the hiring of these special education teachers will be contingent on the identification of special education students who require placement in self-contained or other limited settings.

For students whose disabilities preclude them from attending classes at a college, the DCCCD also offers an extensive distance education program. If appropriate, telecourses are available over local cable television channels and through videotapes that are exchanged between the student and the college library. Telecourses are supplemented by faculty members at the college, who direct listserves and e-mail groups for students to facilitate interaction and learning. The district's on-line eConnect system allows students to interact with instructors and to review syllabi, reading assignments, and their academic progress. This system even allows limited interaction among students regarding academic work. If a special education student's ARD committee determines that telecourses are an appropriate placement and that such a placement complies with the school's responsibility to provide the least restrictive environment, the student may access instruction via the telecourses, with additional support from special education teachers or other professionals, as necessary to implement the student's IEP.

**10g) Process to determine initial placement of transfer students eligible for special education services:**

Because Richland College is not a public school, all students are transfer students and will be treated in a like manner. Specifically, if there are more applicants than available openings, the Collegiate High School will accept new students according to a lottery system at the beginning of each school year. The High School will not enroll transfer students during the year. Successful lottery applicants are admitted to the High School and proceed through an extensive enrollment procedure, which includes a series of meetings and assessments with High School and college staff members. In this enrollment process, a DSO staff member will participate in meetings to inform the student and parent/guardian of the services the High School and college offer students with special needs and to encourage students to inform the DSO of their needs.

For a new student who is already identified as eligible for special education services and was being served under an IEP at his/her former school, the DSO will facilitate acquiring the student's records from the former school and will convene an ARD committee meeting to review the previous IEP. The ARD committee will be composed of the appropriate professionals, according to federal and state regulations, from the DSO staff and, as necessary, additional contracted professionals. Before the new school year begins, the ARD committee will meet and either: adopt the student's previous IEP, if appropriate; develop and implement a new IEP for the student, based on available evaluation data; or implement temporary special education services until additional evaluation data is obtained. If for some reason the DSO is unable to arrange for an ARD committee review of the current IEP prior to the beginning of the new school year, the High School will provide a special education placement and services comparable to those described in the student's previous IEP until such time as the ARD committee can meet to assess the appropriateness of the previous IEP.

**10h) How the school will provide individually determined extended school year services for students whose ARD committee determines a need:**

For each special education student, the student's ARD committee will make a determination as to whether that student may have difficulty retaining the skills and knowledge acquired during the school year over the summer break or other long holiday breaks during the school year. This determination is made by the ARD committee based on an observance that the student requires a significant amount of time to recoup previously mastered skills following breaks in the school year. For each student that an ARD committee determines is in need of extended school year ("ESY") services, the ARD committee will develop an IEP for ESY services, with appropriate goals and objectives.

A distinct advantage for the High School's ability to provide ESY services is that DCCCD currently operates on a year-round schedule; therefore all forms of instruction are offered throughout the calendar year, including classes, individualized experiences on campus, distance learning and supplemental services. The DSO will coordinate the educational and other related services deemed necessary by the ARD committee for each special education student determined to need ESY services. The ESY educational and related services will be provided by appropriately certified special education teachers



from the High School, DSO staff, and other contracted professionals as appropriate, based on each student's IEP.

The DSO is already experienced in developing specialized programs to fit the unique needs of students. For example, the DSO currently supports the Total Reintegration (TRI) Program for students who have experienced a traumatic brain injury. Through this program, individuals who have closed head injuries and related brain damages receive therapy and support to reacquire the skills they need to function more fully, with the goal of eventually entering higher education. TRI involves students with brain injuries in a campus-based remedial program that brings them back into the mainstream of community life. The college plays a major role in promoting social re-integration while the students with brain injuries are involved in remedial education, physical fitness and life skills classes. This is just one example of the DSO's current efforts to serve students with special needs.”



# Richland College

DALLAS COUNTY COMMUNITY COLLEGES

February 16, 2006

Erika Pierce  
Division of Charter Schools  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701

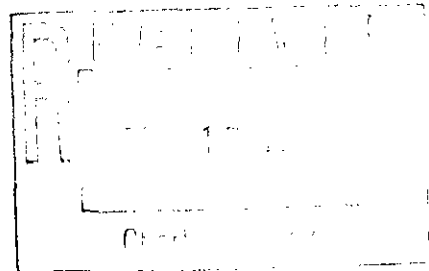
Dear Erika:

The Dallas County Community College District Board of Trustees has employed Theresa N. Williams to be the Principal for the Richland Collegiate High School of Mathematics, Science, and Engineering. Her notarized biographical affidavit is enclosed with this letter.

Please let me know if you have any questions or need additional information. Thank you for your assistance in this matter.

Sincerely,

David B. Canine  
Vice President for Institutional Advancement



**Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit**  
Texas Education Agency  
(MUST BE TYPED and NOTARIZED)

**Check all that apply:**

- ☐ Member of the governing body of the sponsoring entity  
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☒ Member of the governing body of the charter school  
School officer High School Principal  
State Position as defined in TEC, §12.1012

**Full Name of Sponsoring Entity** Dallas County Community College District -

**Full Name of Proposed Charter School** Richland Collegiate High School of Mathematics, Science, and Engineering

*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) Theresa Nolan. Williams
2. Have you ever had your name changed or used another name? Yes, maiden name  
If yes, give reason for the change: \_\_\_\_\_  
Maiden Name (if female): Theresa Yvette. Nolan  
Other names used at any time: None
3. State your current home address: 2614 Mystic Trail, Rowlett, TX 75088
4. State your current home telephone number: (972) 761-6889
5. Education: Dates, Names, Locations and Degrees  
College: Texas Tech University, Lubbock, TX B.A.  
Graduate Studies: Texas A & M University, Commerce TX B.S.  
Others: Texas A & M University, Commerce, TX Ed U

List membership(s) in professional societies and associations: Texas Association of Secondary School Principals, National Association of Secondary School Principals, Association of Supervision and Curriculum Development, Phi Delta Kappa (Honor Society) Gamma Phi Beta

6. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

| DATES           | EMPLOYER         | ADDRESS                       | POSITION               |
|-----------------|------------------|-------------------------------|------------------------|
| 02/06 – Present | Richland College | 12800 Abrams Dallas, TX 75243 | Principal Charter HS   |
| 08/00 – 02/06   | Garland ISD      | 3505 Hayman Garland, TX 75243 | Assistant Principal    |
| 01/00 – 08/00   | Garland ISD      | 3505 Hayman Garland, TX 75043 | Administrative. Intern |
| 08/94 – 12/99   | Garland ISD      | 3505 Hayman Garland, TX 75043 | Spanish Teacher        |

7. Present employer may be contacted: ☒ Yes ☐ No

8. Former employers may be contacted: ☒ Yes ☐ No

9. List all businesses or organizations of which you are a partner or in which you have a majority interest.

N/A

10. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

| DATES | CHARTER SCHOOL/CHARTER HOLDER | ADDRESS | POSITION |
|-------|-------------------------------|---------|----------|
|-------|-------------------------------|---------|----------|

N/A

11. List all previous experience with any charter school management company:

| DATES | MANAGEMENT COMPANY | ADDRESS | POSITION |
|-------|--------------------|---------|----------|
|-------|--------------------|---------|----------|

N/A

12. 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): Cosmotology, 1989, Provisionary Teacher, 1995, Principal Certificate, 2000, Superintendent, 2005, all from the State of Texas all still active.

13. 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: \_\_\_\_\_

14. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? Yes If so, please state the compensation you expect to receive. \$72,000  
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. None

15. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details: \_\_\_\_\_

16. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

17. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: \_\_\_\_\_

18. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? No If so, give details: \_\_\_\_\_

19. Have you ever been adjudged bankrupt? No If so, give details: \_\_\_\_\_

20. 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, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No If so, give details: \_\_\_\_\_

Dated and signed this 15th day of February, 2006.

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.

Theresa N. Williams  
(Signature of Affiant)

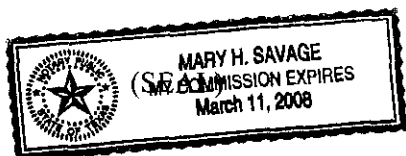
#### VERIFICATION

State of Texas  
County of Dallas

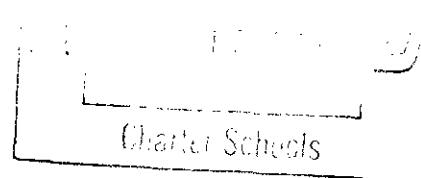
On this day, Theresa N. Williams (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 15th day of February, 2006.

Mary H. Savage  
(Notary Public)



My commission expires March 11, 2008



### Information Regarding Instructional Facilities

Please provide the following information concerning the local agency that issues certificates of occupancy, or their equivalent, in the jurisdiction in which the new charter school(s) will be located.

Name of Local Agency: City of Dallas, Planning Department, Building Inspections

Name of Contact Person at Local Agency: N/A

Telephone No. for Contact Person at Local Agency: 214/948-4200

Address of Local Agency: City Hall, 1500 Marilla, Dallas, TX 75201

If an occupancy certificate has not yet been received, please state the approximate wait time between the initial submission of forms and the final approval. All Certificates of Occupancy received.

List any special requirements that the local agency has for instructional facilities.

List any other pertinent information.

All facilities are in full instructional use on a daily basis by Richland College. Different divisions of the City of Dallas inspect buildings on a regular basis. A 34 person Facilities Services work group performs daily preventative maintenance.

**CONTRACT FOR**  
**OPEN-ENROLLMENT CHARTER SCHOOL**

This contract is executed between the Texas State Board of Education (the "Board") and **Dallas Community College District** ("Charter Holder") to operate **Richland Collegiate High School of Mathematics, Science and Engineering**, an Eleventh Generation open-enrollment charter school.

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| <b>General</b> |
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1. **Definitions.** As used in this contract: "Charter" means the Eleventh Generation open-enrollment charter as provided by, Chapter 12 Subchapter D, Texas Education Code, and granted by this contract.

"Charter Holder" means the sponsoring entity identified in the charter application and the entity to which a charter is granted by this contract.

"Charter School" means the Eleventh Generation open-enrollment charter school. Charter School is part of the public school system of Texas and is a "charter school" within the meaning of 20 U.S.C. § 7221i.

"Agency" means the Texas Education Agency.

"Commissioner" means the Commissioner of Education.

2. **The Charter.** This contract grants to Charter Holder an Eleventh Generation open-enrollment charter under Texas Education Code Chapter 12, Subchapter D. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application (RFA) 701-04-034 (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board or the Commissioner; and (e) all statements, assurances, commitments and representations made by Charter Holder in its application for charter, attachments or related documents, to the extent consistent with the aforementioned (a) through (d).
3. **Term of Charter.** The charter shall be in effect from the date of execution through July 31, 2010 unless renewed or terminated. The grant of this charter does not create an entitlement to a renewal of the charter. The charter may be renewed for an additional period determined by the Commissioner.
4. **Revision by Agreement.** The terms of the charter may be revised with the consent of Charter Holder by written amendment approved by the Commissioner.

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| <b>Students</b> |
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5. **Open Enrollment.** Admission and enrollment shall be open to any person who resides within the geographic boundary stated in the charter application and who is eligible for

admission based on lawful criteria identified in the charter application. Total enrollment shall not exceed the maximum number of students set out in the charter application.

6. Non-religious Instruction and Affiliation. Charter School shall not conduct religious instruction. Charter Holder and Charter School shall be nonsectarian in their programs, policies, employment practices, and all other operations.
7. Children with Disabilities. A charter school is a "local educational agency" as defined by federal law. Charter Holder must comply with the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals with Disabilities Education Improvement Act of 2004, 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 (ADA), 42 U.S.C. §§ 12131-12165, and implementing regulations; Chapter 29, Texas Education Code, and implementing rules; and court cases applying these laws. Among Charter School's legal responsibilities in this area are the following:
  - (a) Child Find. Charter Holder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in Charter School or who contact Charter School regarding enrollment.
  - (b) Free Appropriate Public Education. Charter Holder must provide a free appropriate public education to all children including children with disabilities otherwise eligible to enroll in Charter School. If the program, staff, or facilities of Charter School are not capable of meeting the needs of a particular child, Charter Holder must implement changes necessary to accommodate the child at Charter School. If reasonable accommodations would be insufficient to enable the child to benefit from Charter School's program, Charter Holder must, at its own expense, place the child at an appropriate school.
  - (c) Services to Expelled Students. Charter Holder 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.
8. Student Performance and Accountability. Charter Holder shall satisfy Chapter 39, Subchapters B, C, D, and G of the Texas Education Code, and related Agency rules, as well as the student performance accountability criteria stated in its application for charter.

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| <b>Financial Management</b> |
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9. Financial Management and Accountability. Charter Holder shall satisfy Chapter 12, Sections 12.104 and 12.111 of the Texas Education Code, and related Agency rules regarding financial management accountability.



## Governance and Operations

10. Indemnification. Charter Holder 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 Charter Holder, its agents, employees, and subcontractors.

## This Agreement

11. 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 superseded by this contract.
12. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.
13. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charter Holder with: (a) the terms, required assurances, and conditions of RFA 701-04-034; (b) applicable law; and (c) all commitments and representations made in Charter Holder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).
14. 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.
15. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.
16. Governing Law. In any suit arising under this contract, Texas law shall apply.
17. Laws and Rules Applicable. By executing this contract, the undersigned representatives of Charter Holder represent that they have read and understand the rules adopted by the Board and the Commissioner pursuant to Texas Education Code Chapter 12, Subchapter D and that they have had full opportunity to consult with their own legal counsel concerning said rules prior to executing this agreement. The undersigned representatives further understand and agree that: (a) this contract is contingent upon legislative authorization and the contract and the funding under it may be modified or even terminated by future legislative act; (b) the terms of this contract, and of the Eleventh Generation open-enrollment charter created by this contract, include all applicable state and federal laws and all applicable rules and regulations; (c) state and federal laws, rules, and regulations may be adopted, amended or repealed from time to time; (d) all such changes to state and federal laws, rules, and regulations applicable to Charter Holder or to its charter school(s) may modify this contract, as of the effective

date provided in the law, rule, or regulation; and (e) a contract term that conflicts with any state or federal law, rule, or regulation is superseded by the law, rule, or regulation to the extent that the law, rule, or regulation conflicts with the contract term.

18. Eligibility and Authority. By executing this contract, Charter Holder represents that it is an "eligible entity" within the meaning of Section 12.101(a), Texas Education Code. Charter Holder shall immediately notify the Commissioner of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charter Holder. Charter Holder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 2<sup>nd</sup> day of May, 2006

Texas State Board of Education:

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Geraldine Miller, Chair

Date

Dallas County Community College District:

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Jerry Prater, Chair

Date

Richland Collegiate High School of  
Mathematics, Science and Engineering:

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Stephen Mittelstet, COO

Date

