

The Phoenix School



8501 Jack Finney Blvd. / Greenville, TX 75402
(903) 454-7153

June 26, 2001

Dear Mr. Thompson,

Thank you for your assistance in clarifying the status of the Phoenix Charter School. The best we are able to produce at this time is a draft of the revisions because the State Aid Entitlement Templates have been down for several weeks. I have e-mailed a request for E.T.A. on the this invaluable and required tool, and I have been told that the templates for charter schools will be updated and ready for use sometime Wednesday, June 27, 2001. We will recalculate our expected revenue with the latest enrollment figures (165) and enter the budget on the required templates. Then, we will fax, e-mail, and/or mail the information under separate cover. Information appearing in italics are the revised answers.

I am including, as a frame of reference only, some financial information collected a couple of months ago to help us in deciding to operate the charter independently. The numbers here were based on student enrollment of 126 and a conservative attendance rate of 95%, given that we averaged higher than that for the school year. We do seem to be on target for the 2nd year estimates originally submitted with our application in April 2000.

Please contact us with any questions or areas that need to be revisited.

Sincerely,

Vickie B. Glasscock

Vickie B. Glasscock

Administrator

Phoenix Charter School

RECEIVED

JUL 11 2001

Revised

00004

###-### COUNTY DISTRICT NUMBER
 2000-01 ESTIMATED STATE AID ENTITLEMENT REPORT

	Farmersville	Princeton	Cumby	Saltito	Celeste	Caddo Mills	Commerce	Greenville	Lone Oak	Quinian	Wolfe City	Campbell	Boles	Rains	Total	Total
Refined ADA	42904	43911	112905	112909	116902	116901	116903	116905	116906	116908	116909	116910	116916	190903	119.7	
Special Education FTEs:																
Homebound																0.00
Hospital Class															0	0.00
Speech Therapy															0.152	0.04
Resource Room															4.52865	0.07
Self-contained Mild															0	0.00
Self-contained Severe															0	0.00
Off-home Campus															0	0.00
VAC															0	0.00
State School Students															0	0.00
Hospital Care & Treatment															0	0.00
Total Sp Ed FTEs															4.68065	0.07
Total Sp Ed Weighted FTEs															14.34595	0.02
Career & Technology FTEs																
Regular Program ADA															115.0194	0.00
Mainstream ADA															0	0.00
Gifted & Talented Enrollment															0	0.00
Compensatory Ed Enrollment															38	0.00
Pregnancy-related FTEs															0	0.00
Bilingual ADA															0	0.00
Public Education Grant ADA															0	0.00
Regular Program Participation	0.950	1.900	0.950	0.950	0.950	0.950	2.850	89.363	2.359	9.047	1.900	1.900	0.950	0.950	115.0194	230.039
Special Education Participation	0.000	0.000	0.000	0.000	0.000	0.000	0.000	11.439	1.549	1.359	0.000	0.000	0.000	0.000	14.34595	28.692
Mainstream Program Participation	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0	0.000
Career & Technology Program Participation	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0	0.000
Gifted & Talented Program Participation	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Compensatory Education Program Participation	0.000	0.000	0.200	0.000	0.000	0.200	0.400	6.000	0.000	0.600	0.000	0.000	0.200	0.000	7.600	15.200
Pregnancy-related Program Participation	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Bilingual Education Participation	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Public Education Grant Participation	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Total Program Participation	0.950	1.900	1.150	0.950	0.950	1.150	3.250	106.802	3.908	11.008	1.900	1.900	1.150	0.950	136.965	273.931
Total Weighted ADA	1.088	2.117	1.551	1.296	1.258	1.396	3.621	111.288	4.951	12.073	2.442	2.586	1.497	1.068	0.000	147.139
Funding Data:																
Weighted Adjustment Factor	1.1540	1.1140	1.3490	1.3640	1.3220	1.2140	1.1140	1.0420	1.2670	1.0970	1.2850	1.3610	1.3020	1.1220	0.0000	
Method 1 Revenue per ADA	1601	1210	1445	1240	1202	1478	1994	2400	1259	1355	1264	1745	320	2208	0	
Method 2 Revenue per WADA	3850	3583	3324	3318	1	3880	3602	3677	3664	3529	3922	3849	3680	4022	0	
Method 1 Revenue per ADA	\$ 1,521	\$ 2,299	\$ 1,373	\$ 1,178	\$ 1,142	\$ 1,402	\$ 5,883	\$ 223,440	\$ 3,588	\$ 12,873	\$ 2,402	\$ 3,316	\$ 304	\$ 2,098	\$ -	\$ 261,098
Method 2 Revenue per Weighted ADA	\$ 4,221	\$ 7,584	\$ 5,157	\$ 4,299	\$ 1	\$ 5,417	\$ 13,765	\$ 409,204	\$ 18,141	\$ 42,807	\$ 9,576	\$ 9,953	\$ 6,610	\$ 4,287	\$ -	\$ 535,501
Total Estimated State Aid Entitlement (larger method)	\$ 4,221	\$ 7,584	\$ 5,157	\$ 4,299	\$ 1,142	\$ 5,417	\$ 13,765	\$ 409,204	\$ 18,141	\$ 42,807	\$ 9,576	\$ 9,953	\$ 5,510	\$ 4,287	\$ -	\$ 536,641
	4,221	7,584	4,260	4,299	1,142	4,475	12,071	342,389	10,952	35,024	9,576	9,953	4,552	4,287	0	450,583
	0	0	0	0	0	0	0	43,827	7,189	5,260	0	0	0	0	0	56,275
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	897	0	0	942	1,694	22,989	0	2,323	0	0	958	0	0	29,803
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4,221	7,584	5,157	4,299	1,142	6,417	13,765	409,204	18,141	42,807	9,576	9,953	5,510	4,287	0	536,641
	29	57	29	29	29	29	88	2,793	86	285	57	57	29	29	3,591	7,182

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XXX CHARTER SCHOOL
 ###-8## COUNTY DISTRICT NUMBER
 2000-01 ESTIMATED STATE AID ENTITLEMENT REPORT

	Farmersville	Princeton	Cumby	Saltillo	Caddo Mills	Celeste	Commerce	Greenville	Lone Oak	Quinlan	Wolfe City	Campbell	Boles	Rains	Total
Base Student Data:	43904	43911	112906	112909	116901	116902	116903	116905	116906	116908	116909	116910	116916	196903	
Total Number of Students Enrolled	1	2	1	1	1	1	3	98	3	10	2	2	1	1	126
Percent Attendance	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	
Special Education Data:															
Number Enrolled in Homebound		0	0	0	0		0	0	0	0					0
Number Enrolled in Hospital Class		0	0	0	0		0	0	0	0					0
Number Enrolled in Speech Therapy		0	0	0	0		0	3	1	0					4
Number Enrolled in Resource Room		0	0	0	0		0	8	1	1					10
Number Enrolled in Self-contained Mild		0	0	0	0		0	0	0	0					0
Number Enrolled in Self-contained Severe		0	0	0	0		0	0	0	0					0
Number Enrolled in Off-home Campus		0	0	0	0		0	0	0	0					0
Number Enrolled in VAC		0	0	0	0		0	0	0	0					0
Number Enrolled from State Schools		0	0	0	0		0	0	0	0					0
Number Enrolled in Hospital Care & Treatment		0	0	0	0		0	0	0	0					0
Number Enrolled in Mainstream		0	0	0	0		0	0	0	0					0
Career & Technology Data:															
Number Enrolled in One-hour Class		0	0	0	0		0	0	0	0					0
Number Enrolled in Two-hour Class		0	0	0	0		0	0	0	0					0
Number Enrolled in Three-hour Class		0	0	0	0		0	0	0	0					0
Number Enrolled in Four-hour Class		0	0	0	0		0	0	0	0					0
Number Enrolled in Five-hour Class		0	0	0	0		0	0	0	0					0
Number Enrolled in Six-hour Class		0	0	0	0		0	0	0	0					0
Gifted & Talented Enrollment		0	0	0	0		0	0	0	0					0
Compensatory Education Enrollment		0	1	0	1		2	30	0	3			1		38
Number of Pregnancy-related Students		0	0	0	0		0	0	0	0					0
Bilingual Enrollment		0	0	0	0		0	0	0	0					0
Public Education Grant Enrollment		0	0	0	0		0	0	0	0					0

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County: 116
 District: 916
 Campus: 102
 Track: 1

TABLE I
PRINCIPAL'S SEMESTER REPORT OF STUDENT ATTENDANCE & CONTACT HOURS

Page 1
 2000 - 2001
 Run 03/15/01 17:09

Boles ISD
 Phoenix Elementary

CYCLE 1: 08/09/00 - 09/22/00 32.0 instructional days (A)

Grade	Days Membership (B)	Days Absent (C)	Days Present (D)	Ineligible Days Present (E)	Eligible Days Present (F)	Bilingual/ESL Days Present (G)	Pregnant Days Present (H)	Special Ed Mainstream Days Present (I)	% Attendance (S)
01	512.0	21.0	491.0	0.0	491.0	0.0	0.0	0.0	95.9
02	548.0	12.0	536.0	0.0	536.0	0.0	0.0	0.0	97.8
03	599.0	14.0	585.0	0.0	585.0	0.0	0.0	0.0	97.7
04	480.0	14.0	466.0	0.0	466.0	0.0	0.0	0.0	97.1
05	427.0	18.0	409.0	0.0	409.0	0.0	0.0	0.0	95.8
06	213.0	4.0	209.0	0.0	209.0	0.0	0.0	0.0	98.1
K	982.0	43.0	939.0	0.0	939.0	0.0	0.0	0.0	95.6
PK	251.5	13.5	238.0	0.0	238.0	0.0	0.0	0.0	94.6
Totals	4012.5	139.5	3873.0	0.0	3873.0	0.0	0.0	0.0	96.5

(J) Career & Technology Contact Hours - Total Table II	0.000
(K) Special Education Contact Hours - Total Table III	554.524
(L) Refined ADA - Bilingual/ESL (G/A)	0.000
(M) Refined ADA - Special Education Mainstream (I/A)	0.000
(N) Refined ADA (F/A)	121.031
(O) Career & Technology FTE (J/(6*A))	0.000
(P) Special Education FTE (K/(6*A))	2.888
(Q) Total Special Program FTE (O+P)	2.888
(R) Regular Program Refined ADA (N-Q)	118.143

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County: 116
 District: 916
 Campus: 102
 Track: 1

TABLE I
PRINCIPAL'S SEMESTER REPORT OF STUDENT ATTENDANCE & CONTACT HOURS

Page 2
 2000 - 2001
 Run 03/15/01 17:09

Boles ISD
 Phoenix Elementary

CYCLE 2: 09/25/00 - 11/03/00 27.0 instructional days (A)

Grade	Days Membership (B)	Days Absent (C)	Days Present (D)	Ineligible Days Present (E)	Eligible Days Present (F)	Bilingual/ESL Days Present (G)	Pregnant Days Present (H)	Special Ed Mainstream Days Present (I)	% Attendance (S)
01	432.0	12.0	420.0	0.0	420.0	0.0	0.0	0.0	97.2
02	473.0	10.0	463.0	0.0	463.0	0.0	0.0	0.0	97.9
03	442.0	7.0	435.0	0.0	435.0	0.0	0.0	0.0	98.4
04	405.0	15.0	390.0	0.0	390.0	0.0	0.0	0.0	96.3
05	318.0	7.0	311.0	0.0	311.0	0.0	0.0	0.0	97.8
06	210.0	5.0	205.0	0.0	205.0	0.0	0.0	0.0	97.6
K	799.0	40.0	759.0	0.0	759.0	0.0	0.0	0.0	95.0
PK	202.5	14.5	188.0	0.0	188.0	0.0	0.0	0.0	92.8
Totals	3281.5	110.5	3171.0	0.0	3171.0	0.0	0.0	0.0	96.6

(J) Career & Technology Contact Hours - Total Table II	0.000
(K) Special Education Contact Hours - Total Table III	533.870
(L) Refined ADA - Bilingual/ESL (G/A)	0.000
(M) Refined ADA - Special Education Mainstream (I/A)	0.000
(N) Refined ADA (F/A)	117.444
(O) Career & Technology FTE (J/(6*A))	0.000
(P) Special Education FTE (K/(6*A))	3.295
(Q) Total Special Program FTE (O+P)	3.295
(R) Regular Program Refined ADA (N-Q)	114.149

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**PHOENIX CHARTER
SCHOOL
APPLICATION
REVISIONS
DRAFT**

June 26, 2001

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Exhibit "R": Attendance Policy
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Exhibit "X": Proposed Calendar
Exhibit "Y": PEG Policy
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Exhibit "BB": Grievance Policies
Exhibit "CC": Admission Policy
Exhibit "DD": Special Education Guidelines

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TEXAS EDUCATION AGENCY

Application for an Open-Enrollment Charter School - Fifth Generation

Coversheet

Type: Open Enrollment X
(check one) "75% Rule" _____ Date of Submission: April 14, 2000

Name of Proposed School: The Phoenix Charter School

Maximum Grade Levels to be served: Pre-K through 12

Estimated 1st Year Enrollment: 150 Max Enrollment: 800

Name of Sponsoring Entity: The Phoenix School

Check one: X 501(c)(3) nonprofit organization SBOE District: 9
_____ Governmental Entity
_____ College or University

Starting Date: August 1, 2001

Alternate Starting Date: August 1, 2000

Chairperson of Board of Sponsoring Entity: Dr. Maxine Thomas, Board President

Chief Executive Officer of Sponsoring Entity: Dr. Maxine Thomas, Board President

Chief Executive Officer of School: Ms. Vickie Glasscock

Applicant Mailing Address: 8501 Jack Finney Blvd., Greenville, Texas 75402

School Site Address: 8501 Jack Finney Boulevard, Greenville, Texas 75402
(If different from above)

Contact Phone #: (903) 454-7153

Fax #: (903) 454-7806

Contact Email Address _____

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

[Signature]
Dr. Maxine Thomas, Board President
(C.E.O. of Sponsoring Entity)

Vickie B. Glasscock
Vickie Glasscock, Admin. Phoenix School
Was this person paid? ___ Yes X No

Date Revisions Submitted: June 22, 2001

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Proposed School Data
(This page not provided to review committee members.)

Projected Student Populations (indicate estimated percentages):

- 40% Students "at risk of dropping out of school"
- 15% Students requiring Special Education services
- 1% Students of Limited English Proficiency
- 20% Students of Economically Disadvantaged Families
- 12% Minority Students

Will the school require all teachers to be certified? No

Will the school require that all teachers be degreed with at least a bachelor's degree? No

Will the school allow an individual to serve as a paid employee of the school as well as member of the governing board? No

Will the school allow members of the same family to serve on the governing board? Yes, although this has not happened to date.

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

No Been convicted of a felony?

No Been convicted of a misdemeanor?

No Been involved in bankruptcy?

Has the sponsoring entity been involved in

No Litigation?

No Sanctions from any state regulatory agency?

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

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

00010

THE PHOENIX SCHOOL
 A TEXAS NON-PROFIT CORPORATION
 8501 JACK FINNEY BLVD
 GREENVILLE, TX 75402
 E-MAIL: PHOENIX@KOYOTE.COM
 FAX: (903)454-7806

PHOENIX CHARTER SCHOOL
 (903)454-7153 □

PHOENIX PRIVATE PRE-SCHOOL
 (903)454-0009 □

FACSIMILE TRANSMITTAL SHEET

TO: <u>Mary Perry</u>	FROM: <u>David Williamson</u>
COMPANY: <u>TEA/Charter Division</u>	DATE: <u>7-25-01</u>
FAX NUMBER: <u>512-463-9732</u>	TOTAL NO. OF PAGES INCLUDING COVER: <u>3</u>
PHONE NUMBER:	SENDER'S REFERENCE NUMBER:
RE: <u>501 (c)(3)</u>	YOUR REFERENCE NUMBER:

URGENT FOR REVIEW PLEASE COMMENT PLEASE REPLY PLEASE RECYCLE

NOTES/COMMENTS:

Confidentiality Notice

The documents accompanying this facsimile contain confidential information, belonging to the sender, that is legally privileged. The information is intended only for use of the above named individual or entity. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution or taking of action in the release of this facsimile information is strictly prohibited. If you have received this facsimile in error, please notify us by telephone immediately to arrange for return of the original documents to us. Telephone number (903) 454-7153.

00011

Internal Revenue Service**Department of the Treasury****P. O. Box 2508
Cincinnati, OH 45201****Date: June 15, 2000****Person to Contact:**
Sheila Schrom 31-02836
Customer Service Representative
Toll Free Telephone Number:
8:00 a.m. to 9:30 p.m. EST
877-829-5500
Fax Number:
513-283-3756
Federal Identification Number:
75-2113095**The Phoenix School
8501 Jack Finney Blvd.
Greenville, TX 75402-3018**

Dear Sir or Madam:

This is in response to your request for affirmation of your organization's exempt status.

In March 1987, we issued a letter that recognized your organization as exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information submitted with the application, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii). That classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's purposes, character, method of operations, or sources of support have changed, please let us know so we can consider the effect of the change on the organization's exempt status and foundation status.

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

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more paid each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, they are not automatically exempt from other federal excise taxes.

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-2-

The Phoenix School
75-2113095

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

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

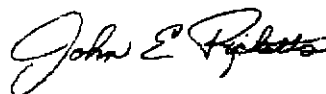
The law requires you to make your organization's annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your organization's exemption application, any supporting documents and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

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

This letter affirms your organization's exempt status.

Sincerely,



John E. Ricketts
Director, TE/GE CAS

00013

Application Questions

I. Evidence of eligibility of sponsoring entity (Reviewed by Agency)

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

The Phoenix School is located in the city of Greenville in Hunt County, Texas. It was founded in 1986 as a preschool through fourth grade elementary. Last year the school operated as a public school satellite campus of Boles ISD. During the last two years, first as a private and then as a public school campus, The Phoenix School served approximately 150 students. The school is a four star vendor for CCMS through the Texas Workforce Commission. The school has developed a community-wide reputation for its positive and nurturing educational experience that incorporates the fine arts and foreign language instruction at every level. The enrollment of The Phoenix School, in fact, is only about 50% from Greenville ISD. Other students travel from all over Hunt County and surrounding counties to attend. The school remains in demand with a waiting list in almost every grade.

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

See Appendix "A1".

C. Articles of incorporation of sponsoring entity

See Appendix "A2".

D. Bylaws of sponsoring entity

See Appendix "A3".

E. Biographical Affidavits for each member of the governing board of the sponsoring entity (Appendix A).

The affidavits of all seven (7) trustees of The Phoenix School are attached hereto collectively as Exhibit "A4." Previously submitted.

F. History of sponsoring entity

- | | |
|--|--|
| 1. Financial history of the entity: | See exhibit "B" Year End Financial Reports |
| 2. Credit report: | See exhibit "B2" |
| 3. Most recent IRS annual filing: | See exhibit "B3" |
| 4. Disclosure of any liens: | None |
| 5. Litigation History: | None |

00014

Note: For the purpose of this application "litigation" includes civil suits, bankruptcy proceedings, and any administrative process in which an agency of the federal, state or local government has taken adverse licensing or disciplinary action. "Sponsoring entity" includes any organization, whether incorporated or not, to which the sponsoring entity is successor in interest; any organization, whether incorporated or not, which the sponsoring entity has purchased; and, any organization, whether incorporated or not, for which the sponsoring entity has taken possession of substantially all assets previously possessed by that organization.

II. Community Support (Reviewed by Agency)

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

Over the last several months The Phoenix School has conducted several School Board Trustee and PTO, Staff and Community meetings to discuss the charter project. SBDM has been and will continue to be a feature of the decision-making process

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

A copy of the notice of a public meeting held at Boles ISD concerning the proposed Phoenix Charter School, together with a copy of the notice as it appeared in *The Greenville Herald Banner* of April 4, 2000, along with a registration log and the minutes from the meeting are attached collectively as Exhibit "C", (Parent log, Notice of Meetings, Boles ISD Board minutes, Greenville paper).

Phoenix public meetings were held at Phoenix School regarding the Phoenix Charter School, and publicly posted agendas as well as logs of the meetings are attached hereto collectively as Exhibit "D." *Meetings in spring 2001 are under Exhibit "D1".*

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

We have letters of support from Region X Education Services Center, East Texas Learning Interactive Network Consortium (ET-LINC), Texas A & M University, Tri-County Special Education Cooperative and Dr. Herman Smith, Superintendent of Greenville ISD.

The appropriate letters are attached hereto as Exhibit "E."

ESC Region X will be providing teacher training and staff development, shared services for block grant funding, leasing school software, Winschool and RSCCC, and providing training and technical support.

In school year 2000-2001, the Phoenix Elementary formed an alliance with the TAMU Commerce Theatre Dept.'s Jim Anderson and graduate student, to conduct a student play writing program.

00015

The Phoenix School participates in educational activities for students and parents provided by the non-profit organizations CLEAN Greenville, Drug-Free Greenville, and the Red Cross.

*The Phoenix School has contracted with the following providers:
Rutherford, Taylor and Company, P.C. for yearly audits and financial advising
Bob Shulman of Schwartz and Eichelbaum, P.C. for legal services
Joane Walvoord to perform diagnostic services for special education referrals
Ann Brady for Speech Therapy*

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

1. Mr. Bob Aikin
The Aikin Group
P.O. Box 975
Commerce, Texas 75429
(903) 886-1978

Texas state representative two terms; Texas State Board of Education two terms. Father sponsored the Gilmer-Aikin Law, 1949. Represented Boles ISD as State School Board member and State Representative.

2. Ms. Mary Hendrix,
Director of Instructional Technology
Northeast Texas Partnership at
Texas A&M University- Commerce
P.O. Box 3011
Commerce, Texas 75429-3011
(903) 886-5992

Worked closely to establish ET-LINC project.

3. Mr. Paul Mathews
5309 Windy Hill
Greenville, Texas 75402
(903) 455-5389

Community leader; Charter Member of Texas State School Board for 35 years, and father was one of three original board members at Boles Children's Home.

4. Honorable David Cain
Texas Senate, 2nd District

00016

2617 Lee Street
Greenville, Texas 75401
(903) 450-9797

Senate Subcommittee on infrastructure; Chair, Special Committee on Electric Utility Restructuring; Senate Education Committee; State Affairs Committee; Boles State Senatorial Representative.

- 5. Ms. Betty Brown
2410 Lee Street
Greenville, Texas 75402
(903) 454-1188

State Representative for Boles ISD.

Letters of reference are attached collectively hereto as Exhibit "F."

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

**NOTICE OF INTENT TO APPLY FOR
OPEN-ENROLLMENT CHARTER SCHOOL**

The _____ is applying to the State Board of Education for approval to operate an open-enrollment charter school ("charter school") to be located in _____.

Charter schools are public schools established by nonprofit organizations, institutions of higher education, or governmental entities. These schools are publicly funded and are free from many state regulations that apply to other public schools. The following descriptive information about the proposed school is being provided for the benefit of the community in which the school would be located if approved.

- Name of the sponsoring entity proposing the charter school.
- Chief Executive Officer of the proposed school.
- Board members of the sponsoring entity.
- Board members of the school operating board.
- Proposed location of the school.
- Brief description of the school.
- Grade levels to be served.
- Opening date if approved.

00017

The State Board of Education invites comments about any aspect of the proposed school or its sponsoring entity. Comments must be communicated in the form of a signed letter directed to the State Board of Education. Only letters specifically addressing a proposed school will be considered by the board. Letters may be sent to the following address: Texas Education Agency, Division of Charter Schools, 1701 N. Congress, Austin, Texas 78701.

Copies of the above referenced notice, as they appeared in *The Greenville Herald Banner* of April 4, 2000, are attached collectively hereto as Exhibit "G."

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

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

The Phoenix School was originally founded by a board of parents and prominent community members in response to a need for a non-sectarian school with small classes, an appreciation for the arts, and high standards of conduct and academic achievement. Founding Members included teachers, doctors, lawyers, accountants and other professionals who were willing to invest time and labor to get the school set up properly. The school board continues in the tradition of strong parent and community involvement.

B. School Management Board

1. Biographical Affidavit for each member of the school management board if different from board of sponsoring entity listed in Section I above.

The affidavits of all seven (7) trustees of The Phoenix School are collectively entitled as Exhibit "A." This exhibit was previously submitted to 1 requested.

2. Describe the following:

- a. the officer positions designated;
- b. the manner in which officers are selected and removed from office;
- c. the manner in which members of the governing body are selected and removed from office;
- d. the manner in which vacancies on the governing board are filled;
- e. the term for which members of the governing body serve;
- f. whether the terms are to be staggered.

The Phoenix Charter School will adhere to the Texas Education Code regarding the matters concerned. A copy of the policy is attached hereto as Exhibit "H."

- 3. The manner in which the charter school will conduct textbook selection.**

The Phoenix Charter School will adopt textbooks pursuant to state law and local policy, as reflected in The Phoenix School Board policy, a copy of which is attached hereto as Exhibit "I."

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

Students must meet all state and local graduation requirements. See attached Exhibit "J" Local Policy Manual.

Students must comply with the Recommended or the Distinguished High School Program unless the custodial parent and the Administrator agree that the student should meet the requirements of the Minimum High School Program only.

IV. School Demographics (Reviewed by Agency)

- A. 1. What are the school's enrollment projections for the first five years?**

1st Year: 140-200
2nd Year: 200-300
3rd Year: 300-500
4th Year: 500-700
5th Year: 700-800

- 2. What is the school's maximum enrollment goal? 800 students**

- 3. What grades will be served? Pre-Kindergarten through 12th grade**

- 4. How many students are expected to be in each grade or grouping?**

Pre-K:	30-44	5 th Grade:	15-60	10 th Grade:	15-60
1 st Grade:	30-44	6 th Grade:	15-60	11 th Grade:	15-60
2 nd Grade:	15-44	7 th Grade:	15-60	12 th Grade:	15-60
3 rd Grade:	15-44	8 th Grade:	15-60		
4 th Grade:	15-44	9 th Grade:	15-60		

00019

Pre-K through 4th grades will allow for a number of 22 students per class pursuant to state regulations. In grades 5th through 12th maximum class size will be 30 students per class. Exceptions may occur, particularly in elective courses such as Physical Education, the Phoenix Charter School will attempt to provide educational aides in

these settings. The Phoenix Charter School's goal, however, is to provide and maintain a student-teacher ratio of 15:1, preferably not to exceed 17:1.

The first figure beside each grade level from the above table indicates the number of students expected in year one. The second figure indicates the maximum growth expected over a five year period.

**5. What will be the maximum class size allowed? Pre-K through 4th---22 students
5th through 12th---30 students**

Any increase in the grade levels served and maximum enrollment as specified on the cover sheet of this application, and any increase in maximum class size must be approved by the SBOE.

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

The Phoenix Charter School is located in Greenville, Texas. It is a fast growing community in Hunt County which is considered a Dallas-Fort Worth metroplex county. There are 10 public and 3 private schools that serve approximately 15,000 students in the county with the assistance of Region X service center. Greenville is surrounded by hotels, restaurants, movie theaters, residential areas, and several modern corporations.

C. Why was this location selected?

The Phoenix School has existed at the present site as a private school since 1986. Greenville has a diverse ethnic and cultural population. The school is within blocks of a major employer, Raytheon, which has approximately 4,000 employees *many of whom enroll their children in the school.* The site has excellent accessibility to major highways, including Interstate 30, and there is room on *the seven acre site* for expansion.

D. Are there other alternative locations suitable to the needs and focus of the school?

The answer is "no" because of the mission to serve Hunt County residents and because of the continuing use of the current facility. If, however, investigative efforts determine the educational need in neighboring communities, the Phoenix Charter School will consider other campus locations.

V. Human Resource Information (Reviewed by Agency)

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

Copies of the local human resources policies are collectively attached hereto as Exhibit "K", sample contracts, salary schedule, sick leave.

B. Administrators (Reviewed by Agency)

00020

1. Biographical Affidavit for each administrator of the school.

The affidavits of the Administrator, CEO of Phoenix Charter School, are attached hereto as Exhibit "L."

2. Powers and duties

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

Ms. Vickie Glasscock, who is currently the Administrator of the Phoenix School will serve as the Chief Executive Officer of the Phoenix Charter School.

The requested organizational chart is attached hereto as Exhibit "M."

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

Vickie Glasscock has performed administrative duties since 1990 in private schools. She has been the Chief Executive Officer of the Phoenix School for two and one half years and filled the position of Principal of the Phoenix Elementary, Boles ISD in the 2000-2001 school year, as well as that of Director of the Phoenix Private Preschool.

Ms. Glasscock earned a B.S.S., Bachelors of Social Science, from Southern Methodist University in 1995 where she also had earned equal credit hours in Business Administration from 1971-1974. Ms. Glasscock holds a Lifetime Director's License issued by the Texas Dept. of Protective and Regulatory Services Childcare Licensing Division. She has experience as a Pre-K, elementary, middle school and high school teacher, a secondary counselor, school business manager and principal.

Ms. Glasscock possesses a unique combination of private and public, secondary, elementary and early childcare, business and education, administrative and classroom experiences that match the needs of the Phoenix Charter School as it makes the transition from a satellite campus of a public school district to a charter school.

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

The Phoenix Charter School will continue to meet all Texas Education Codes. In addition, a general profile is attached hereto as exhibit "N."

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

The appropriate job descriptions are collectively attached hereto as Exhibit "O."

- e. How will administrative personnel be evaluated?**

According to the appraisal system and instruments adopted which meet all applicable state adopted regulations.

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

The Phoenix Charter School will utilize the salary schedule and Benefits adopted annually by the Board of Directors. Currently, certified personnel are paid according to the State Minimum Salary Schedule for Certified Teachers, Librarians, and Counselors.

C. For Faculty and Staff (Reviewed by Agency)

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

A majority of the classroom teachers will be certified. The appropriate descriptions of qualifications are included in Exhibit "P", (Teachers and Enrichment Class Instructors).

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

The Phoenix Charter School will have sufficient faculty and staff (including paraprofessionals) to meet the needs of students by maintaining the proposed student to teacher ratio of 17:1.

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

Administrator: Vickie Glasscock

To open, the Phoenix Charter school will have:

<i>1- Administrator</i>	<i>1-Administrative Assistant</i>
<i>14- Full-time teachers</i>	<i>1- Financial Secretary</i>
<i>1- Half-time elective instructors</i>	<i>1- Custodian</i>
<i>3- Instructional Aides</i>	

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

00022

The faculty and staff will be evaluated using the Professional Development and Appraisal System and/or standard appraisal instruments adopted or approved by the TEA.

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

The appropriate job descriptions are collectively attached hereto as Exhibit "P."

D. Code of Conduct

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

The Phoenix Charter School has adopted and will adhere to all disciplinary policies pursuant to Texas Education Code, i.e. Chapter 37, local policy as well as the Code of Student Conduct.

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

The Phoenix Charter School has adopted and will adhere to all disciplinary policies pursuant to Texas Education Code, i.e. Chapter 37, local policy as well as the Code of Student Conduct. Student Code of Conduct and Discipline Policies adopted by the Phoenix School Board are attached as Exhibit "Q."

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

The Phoenix Charter School will adhere to the standards of Texas Education Code. Copies of Phoenix School Board Policies are attached collectively hereto as Exhibit "R." Local Phoenix Charter School policy will emphasize and encourage attendance in several creative ways, i.e. engagement in after school activities, special enrichment classes, and group projects, phone calls home after two days, incentives/awards every six weeks.

VI. Business Plan (Reviewed by Agency)

A. Financial Management

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

Start Up Budget

00023

199-11-6119-00-004-111000	12,000.00 (10 teachers @ \$1,200.00)
199-11-6129-00-004-111000	3,500.00 (7 paraprofessionals @ \$500.00)
199-11-6399-00-004-111000	3,500.00 (supplies)
199-51-6129-00-999-199000	500.00 (salaries(1))
199-51-6259-00-999-199000	2,500.00 (utilities)
199-51-6269-00-999-199000	2,000.00 (rent on buildings)
199-51-6319-00-999-199000	5,000.00 (furniture)
199-51-6629-00-999-199000	7,200.00 (portable building)
240-35-6129-00-999-199000	1,000.00 (salaries (2))
240-35-6341-00-999-199000	2,000.00 (food order)
240-35-6342-00-999-199000	800.00 (non-food)
Total:	\$40,000.00

The preliminary startup budget is also included in the First Year Cash Flow Projection on the State-provided Template A attached hereto as Exhibit "S."

2. Present a three (3)-year budget covering all projected sources of revenue, both public and private, and planned expenses (MUST BE COMPLETED ON STATE-PROVIDED TEMPLATE IN APPENDIX VI). NOTE: estimate of State Aid (ESA) for budget purposes should be based on Average Daily Attendance (ADA). ADA is equal to average daily enrollment multiplied by the percent of attendance. $ESA = ADA \times \$4000$. A realistic estimate for rate of attendance for at risk students would be 85%. To assist applicants in preparing a budget, a chart of accounts is available on the TEA website at: <http://www.tea.state.tx.us/school.finance/index.html#audit>

The three-year budget covers all projected sources of revenue and all planned expenses. The budget is based on realistic ADA and attendance percentages and utilizing all Bulletin 679 General Accounting Procedures (GAP) to determine the estimated state aid and using figures from 2000-2001 school year when Phoenix operated as a public school campus under Boles ISD.

The three-year budget is as follows:

Total year 1—	\$481,014.00
year 2—	\$630,020.00
year 3—	\$945,030.00

The entire three-year budget is on the required template and is attached hereto as exhibit "T."

3. Present a three (3) year cash flow projection showing monthly cash in flows from all sources by month, including loans and all monthly cash outgoes for all purposes, including loans. NOTE: Must be completed on state-provided template in Appendix VI.

The three-year cash flow projection is as follows:

year 1—	\$36,751.00/mth
year 2—	\$52,502.00/mth

year 3—\$78,753.00/mth

The three (3)-year cash flow projection is on the required template and is attached hereto as Exhibit "U."

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

To supplement ADA, fund-raisers yielding > or = 50% of earnings will be considered. Criteria for selecting fund-raisers will include consideration for parents' time and socioeconomic levels so as not to be burdensome to families. Fund-raisers will also be chosen which foster school-wide parent and community participation, e.g. auction and dinner.

5. **Provide a copy of the current and/or proposed business procedures handbook the school will be using, describe the policies, procedures, and forms for the daily business operation.**

The Phoenix Charter School will be using the business procedures found in Bulletin 679 that utilize the General Accounting Procedures (GAP). A copy of Bulletin 679 will be provided if absolutely necessary, but due to its extremely voluminous nature, it has not been attached.

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

A copy of the current monthly budget status report to the Board of Trustees used by Boles ISD, which is the format that will be used by the Phoenix Charter School, is attached hereto as Exhibit "V."

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

The Phoenix School is fully compliant with the PEIMS financial accounting system, and that system will likewise be in place for the Phoenix Charter School. The Phoenix School uses RSCCC through Region X, established by Region XX Educational Services Center.

Facility Management (Reviewed by Agency)

1. **Description of and address for the physical facility.**

00025

8501 Jack Finney Blvd., Greenville, Texas 75402. The Phoenix School is located within the Greenville city limits, in Hunt County on seven acres with highway frontage to FM 1570. Two 50' x 160' permanent metal buildings on concrete

slab foundations and one 24' x 32' portable building house classrooms, administrative offices, kitchen/cafeteria, community rooms, and computer lab/library. Space is sufficient for opening prekindergarten through sixth grade in school year 2000-2001. Buildings are designated as Alpha and Beta. Facilities in the Beta Building are shared with a preschool (18 months through four years) and an after school/ summer care program. The location is enhanced by landscaping and outdoor facilities.

- 2. Explain why this site would be a suitable facility for the proposed school. Address the necessity of renovation to the facility and compliance with applicable building codes. Describe the services of the facility including heating, ventilation, and lighting, sanitary conditions and water supply.**

The site has been established as a school for thirteen years. No major renovations are required for school to open in August 2000. Minor repairs are reflected in the start up budget. The school uses the City of Greenville electricity, water and sewer. Gas is provided by TXU. The main buildings are centrally heated and cooled. There is security lighting around the perimeter of the buildings. Buildings and grounds will meet all federal, state, city and local codes.

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

Outdoor: Wildscape on eastside of property contains a fish pond, wooden bridge, and native plants. The Nature Trail at the rear or west side of the property is marked with a wood chip trail. Plans for small signs documenting, native plants and animal habitats are underway. Scouts have helped with both outdoor ecosystems. The property also boasts numerous nesting boxes and bird feeders. Playgrounds are subdivided for age appropriate activities. Kindergarten through sixth grade will share an area with swing set, slide, and wooden climbing units. Outside grounds also have soccer goals and baseball backstop.

A Learn and Serve Grant was applied to the development of the Nature Trail and an outdoor gardening project. An electronic presentation was made at the Austin meeting for grantees in Spring 2001 by Phoenix Teacher, Amy Adair. Markers are in place on the trail. Students provided the art and documentation through art and English classes for the Field Guide. Phoenix Teachers collaborated to produce the curriculum guide. Preparations are being made to open the trail to the community. Scouts continue to spread mulch on the trail, repair the waterfall in the Wildscape, and replace broken nesting boxes.

Play areas have been upgraded to include community garden, volleyball net and basketball goals.

Indoor: The cafeteria contains a kitchen and dining area, which is currently designed for breakfast preparation only. Students may buy lunch from a catering

company or bring their lunches to eat in the dining room. The cafeteria will be upgraded for lunch preparation in the future and is currently used for elementary assemblies. Two community rooms in the Beta Building are used for video, after school care, and rainy day and physical activities requiring ample space, especially aerobics, dance, and theatre arts.

Bids are being taken on cafeteria expansion to supply Phoenix School students with a full-service breakfast and lunch program in cooperation with the NSLP and in compliance with Free and Reduced Lunch Guidelines. The cafeteria will be multi-purpose: tables have been purchased which fold up and roll away, allowing for P.E. classes to meet when weather is inclement (the School does not have a gym at this point); more space will allow for all-school assemblies topics, e.g. for safe and drug-free, civic, and artistic presentations; additional seating will encourage more parents to attend school and PTO events and adult education seminars.

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

Because the school is on seven (7) acres of land, there is potential for expansion and growth. The Phoenix Charter School will investigate the availability of funds as it plans future building needs.

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

A copy of the deed to the property the Phoenix School (the non-profit entity in possession of the open-enrollment charter) is attached hereto as Exhibit "W."

B. Student Attendance Accounting (Reviewed by Agency)

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

The Phoenix School is fully compliant with procedures found in the TEA Student Accounting Handbook, and it utilizes the "Chancery WIN School" computer program for accounting purposes. The program is amply capable of providing all data required in PEIMS. The Phoenix Charter School will adopt and utilize all student attendance accounting procedures that are provided by Region X ESC.

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

00027

School hours will be 8:00 a.m. through 3:20 p.m. every weekday for Building B (Pre-K through 1st Grade at this time) and 8:10-3:30 for Building A (2nd Grade through 7th Grade at this time), exclusive of extracurricular activities. Teachers are also required to participate in after-school activities and morning tutorials. Staggered times allow for traffic congestion in the parking lot and drop-off/pick-up lines. The Phoenix Charter School will seek to use a calendar that is compatible with the that of Greenville ISD for the convenience of our families, but the School will not be compelled to adhere lockstep to that calendar. The 2001-2002 school calendar was adopted by the Phoenix Board of Directors at the regular meeting on June 18, 2001. School begins for students on August 21, 2001 and includes a total 177 days of instruction with 10 additional in-service/workdays for teachers which combines for the required 187 days. A waiver for 3 instructional days will be requested. A copy of the 2000-2001 school calendar is attached hereto as Exhibit "X" and will be submitted to the state.

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

The Phoenix Charter School will adopt a current policy to accept and serve students eligible for a PEG which is attached hereto as Exhibit "Y".

C. Transportation and Food Service (Reviewed by Agency)

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

Necessary transportation will be provided by the parents or guardians of the students, except in the case of students eligible for special education services as required by their Individualized Education Plan (IEP), where the Phoenix Charter School will provide the transportation.

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

The Phoenix School will meet the requirements for breakfast preparation and student dining. Breakfast will be provided according to federal and state guidelines for free and reduced-price lunch for qualifying students. Nutritious and well-balanced lunches will be catered in individual styrofoam containers from a local restaurant. A menu including foods from other cultures is available at the beginning of each month. Students may also bring lunches from home.

Plans for expansion of the cafeteria are being made at this time which would allow the Phoenix Charter School to offer a complete breakfast and lunch

program in cooperation with the NSLP and the federal and state guidelines for free and reduced lunch for qualifying students.

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

A. Geographic Boundaries

- 1. Describe the geographic area to be served by the school. Include a map showing boundaries clearly marked. Include a written description that clearly explains the area to be served. NOTE: this description must be specific and definite. For example, descriptions such as "southwest portion of the city" or "the greater metropolitan area" are insufficient. Acceptable definitions include those identifying the area in terms of city or county limits, street names, and boundaries of school districts or zip codes. Attached hereto as Exhibit "Z."**
- 2. Provide a list of all districts within the geographical area that may be affected by the charter school, including those districts from which the charter school will accept transfers.**

Greenville ISD	Quinlan ISD	Celeste ISD	Bland ISD
Wolfe City ISD	Boles ISD	Caddo Mills ISD	
Lone Oak ISD	Campbell ISD	Commerce ISD	

B. Statements of Impact

- 1. The sponsoring entity must send a copy of the form in Appendix IV, *Statement of Impact*, to the superintendents of all school districts that are likely to be affected by the establishment of the charter school, including those districts from which the charter school will accept transfers. The purpose of the form is to document any adverse impact on the affected district or any potential enrollment shift that may impede a district's ability to comply with a court order affecting the district. The form must be sent to all districts in the geographic area from which the school will draw students. *A copy of the charter school application and a letter from the sponsoring entity should accompany the form, requesting the superintendent of the affected district to submit the signed and completed form to the Texas Education Agency. (A sample letter is also included in Appendix IV of this document).***
- 2. The *Statement of Impact* form should be sent to all affected districts no later than the date the application is submitted to TEA.**
- 3. The charter school application must include a list of the districts to which a *Statement of Impact* form was sent. Retain a copy of the return receipt from the post office and the date the form was sent and submit to the Division of Charter Schools upon completion.**

00029

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

Boles ISD prepared and submitted the required documents on or about April 13, 2000, to the superintendents and school board presidents of the following school districts:

Greenville ISD	Quinlan ISD	Celeste ISD
Wolfe City ISD	Lone Oak ISD	Caddo Mills ISD
Bland ISD	Commerce ISD	Campbell ISD

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

- A. What steps will be taken to maintain continuity between the founding coalition's vision and future governing boards?

Staggered terms for Board of Directors' seats provide for continuity of vision and stability for the fulfillment of the mission. Each Director will be given a copy of the charter application and any subsequent revisions/amendments, as well as adopted policies and procedures to consult and reference when voting, making decisions, and planning.

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

The Phoenix School Board of Directors will be the managing governance board for the Phoenix Charter School and will comply with the provisions of the charter and bylaws adopted June 18, 2001, as well as applicable Texas Education Code and Texas Administrative Code. The Administrator will keep the Board informed of legislative updates and any impact on the School or subsequent need for board action. Board members will attend training as prescribed by the Commissioner pursuant to legislative mandate.

- C. Specify the extent to which any private entity will be involved in the operation of your charter school. Identify any members of the governing board or officers of the charter school who are affiliated with that entity. (Not Scored)

No private entities will be involved in the operation of our charter school.

- D. Describe the procedures for receiving and responding to complaints from both parents and employees.

The Phoenix Charter School will employ a grievance policy which ensures due process with specific time lines. A copy of which is attached hereto as Exhibit "BB",

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

Staff will be encouraged to bring issues or concerns to the attention of both the administration and the SBDM through established format/procedures made available to all employees. Regular faculty meetings will be held to keep communication lines open as well. Recognition of staff accomplishments will be made as they occur. Periodic staff surveys will be given to determine morale and climate issues.

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

Parental and student involvement are critical elements to the success of the Phoenix Charter School. The administration will present an "open-door" policy. Parent representatives will serve on the SBDM and can address issues or concerns or offer suggestions to the SBDM through the established format/procedures. The student council offers input to staff, SBDM Committee, Administration, Uniform Committee, and School Board. Annual parent and student surveys are given to address school effectiveness in all areas.

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

A. Describe the long-range vision of the school

Vision for the Phoenix School

The Phoenix School since its inception in 1986 has provided a superior, student-centered educational program that instills a love for learning in its students, aged 18 months through fourth grade. In order to better serve the families of Hunt County, the Board of Directors, administrator, teachers, parents, and community members have resolved to modify and expand this endeavor by through application for an open enrollment charter beginning school year 2001-2002. The Phoenix Charter School will include prekindergarten through seventh grade the first year and continue, through controlled growth, to add new grade levels, one level per.

Mission Statement

The Phoenix School is building a society of life-long learners, embracing students, faculty, parents, professional artists, and community partners. The Phoenix School is a creative educational alternative where fine arts are integrated into a strong traditional curriculum. Each student, respected as a gifted and unique individual, is both challenged and supported to reach his/her highest level of achievement mentally, physically, emotionally, and socially. Students are nurtured in a safe and enriched environment where creativity is cherished, and diversity is celebrated. Phoenix School graduates grow to be independent thinkers who are well equipped to move confidently into the 21st century.

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

The Phoenix School is building a society of life-long learners, embracing students, faculty, parents, professional artists, and community partners....

The greatest impact an educator has on a student's life is through example, especially that of our own enthusiasm for learning. Teachers are actively involved in their respective disciplines or areas of art and continuing education. Active parental involvement in the school contributes to the overall learning environment and student success. The Phoenix School currently employs professionals from the community as part-time teachers and will continue to recruit additional mentors, including, but not limited to: artists, writers, actors, scientists, technologists, linguists and entrepreneurs. As the school grows, older students will mentor younger students, especially in the area of the arts. Graduates and their families return to the school to contribute time and resources to the lives and education of other students. Community partners, that is civic organizations, business and industry leaders, and private individuals, help the school to overcome obstacles, thereby, contributing to student success. Staff members facilitate community service and outreach opportunities for students at all grade levels.

The Phoenix School is a creative educational alternative where fine arts are integrated into a strong traditional curriculum...

Expectations are for excellence in all customary core subject areas, reading, language arts, math, science, and social studies. Students also are taught basic computer skills and are encouraged, frequently required, to use computer technology in every subject area. Foreign language instruction begins in pre-kindergarten and is offered at every grade thereafter. Moreover, knowledge is recognized as practical, whole and connected across the curriculum. Students are encouraged to find and examine relationships between disciplines. Fine arts provide connecting themes for an interdisciplinary approach across all core subject curricula, as well as stand alone in special classes at all grade levels. Thematic units, hands-on activities, project-based assignments, and field trips are integral to instruction. Teachers work collaboratively during mutual planning periods and after school to meet team objectives.

Each student, respected as a gifted and unique individual, is both challenged and supported to reach his/her highest level of achievement mentally, physically, emotionally, and socially....

Staff members are dedicated to assisting students in finding their area(s) of natural ability. Teachers respect Bloom's taxonomy and multiple intelligences theory and consider individual learning styles while composing multi-modal lesson plans. Instructors teach to students' strengths, and train students to compensate for weaker areas. Staff development contributes to these teacher competencies. Study skills are incorporated at all levels of instruction. One on one time with students is supported by low classroom student/teacher ratios, optimally set at 15:1, and preferably not exceeding 17:1. Through culminating events, such as theatre performances and art gallery openings, students are provided the opportunities to set goals, develop self-discipline and responsibility, work cooperatively, demonstrate respect and tolerance toward others, and appreciate the results of their efforts in task completion. Fine arts integration allows multiple paths for student success and multiple ways for students to exercise intellect.

Students are nurtured in a safe and enriched environment where creativity is cherished, and diversity is celebrated....

Staff members strive to create a caring and compassionate atmosphere. Individual differences are considered valuable contributions to the learning society. A single faculty serving grade levels four years through high school will afford the uncommon opportunity to provide vertically consistent, long-term, cohesive instruction throughout childhood and adolescence. The staff is trained for early recognition of developmental delays and signs of learning difficulties or emotional problems. Early recognition allows the student's needs to be met and short circuits the cycle of failure. The fine arts program draws in even hard-to-reach students, causing them to become engaged in school as a whole, while providing new and unlimited challenges for those students already considered successful. The arts connect students to themselves and others, and the student code of conduct is based on mutual respect for one's self and others.

Phoenix School graduates grow to be independent thinkers who are well equipped to move confidently into the 21st century....

Students at the Phoenix School learn from experience, are able to engage in complex tasks with multiple outcomes, represent what they know through art and other project based assignments, and realize that school is only one place of learning. Integration of the arts, multi-disciplinary and multi-modal instruction, and hands-on experiences encourage students to think of themselves as life-long learners and value the learning experience itself.

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

A. Student Goals: Improvement and Attainment

1. Goals and Objectives:

- a. What are the school's academic goals for student learning for the first 5 years? NOTE: The goals must identify performance standards that meet or exceed the level of student performance required under the state accountability system (i.e. TAAS; the school may also identify goals for pre/post testing, passing rates, courses passed, end-of-course exams, and other measures). TAAS goals should also be expressed in terms of TLI (Texas Learner Index) improvements.**

Goal 1: Increase Student Achievement, Academic Indicators TAAS Scores used as indicator of student performance.

Given that students enrolling in the new charter will come from varied educational backgrounds, i.e. private schools, home schools, and other public schools, and given that many of these students may not have taken the TAAS before or been given instruction aligned with the TEKS or TAAS objectives, and to ensure that all student populations are able to perform satisfactorily on the TAAS the following progressive performance objectives will be used:

- In school year 2001-2002, at least 45% of students enrolled in the new charter school will pass all three parts of the TAAS.
- In school year 2002-2003, 80% of students in grades 3rd through 7th, and at least 45% in grade 8 will pass all three parts of the TAAS.
- In school year 2003-2004, 90% of students in grades 3rd through 7th, 80% in grade 8 and at least 45% of students in grade 9 will pass all three parts of the TAAS.
- In school year 2004-2005, 90% of all students in 3rd through 8th grades and 80% of students in grade 9, and at least 45% of students in grade 10 will pass all three parts of the TAAS.
- In school year 2005-2006, 90% of all students 3rd through 9th, 80% in grade 10, and at least 45% of grade 11 will pass all three parts of TAAS.

Instructional strategies include study skills curriculum at all grade levels. Administration of previously released TAAS tests will be scored by Par Soft and used as benchmarks. Parents will be informed of results and kept apprised of any strategies used to improve their individual student's scores. Tutorials will be set in place for students requiring remediation. Texas Primary Reading Inventory will be administered to K-2nd grade. Students performing unsatisfactorily on two or more of the subtests will receive one-on-one instruction. Practice TAAS math problems will be used in math classes regularly. Students spend 20%-40% of English classes working on writing skills

Pre- and post-test using nationally norm referenced standardized assessment as indicators of student performance. Pre-testing will be part of the admissions process. Post-testing will occur in the spring. Student data will be disaggregated and used to address educational needs of students. Performance objectives will be:

- 80% of students will gain at least one year of academic growth in first year of attendance.
- 80% of students attending the charter school for two or more years will score at least 50% on reading, language arts, math, science, and social studies subtests.

Student success as indicators of student performance.

- 80% of students advancing to next grade level.
- An average of 50% of students on six weeks honor roll.
- After the addition of middle school and high school grades:*
- Significant number of students nominated to National Junior Honor Society and National Honor Society.
- 50% of 7th through 12th grade students enrolled in Pre-AP, AP, advanced and/or honors classes.
- 75% of students participating in the PSAT as sophomores *and* juniors and the SAT/ACT as juniors and seniors.
- 75% of students graduating with Recommended or Distinguished Achievement transcript.
- 85% of students planning post-secondary education.

Student products as indicators of student performance.

- All grade levels participating in theatre production presented as community outreach mid year.
- All grade levels participating in art gallery opening for the Phoenix School and the community in spring.
- All grade levels participating in spring music recital.

b. Describe any non-academic goals for student performance. (e.g. attendance)

Goal 2: Increase Student Achievement, Non-Academic Indicators

Increased student engagement in the school day

- To increase average daily attendance to 94% in school year 2000-2001.
- To decrease drop-out rate to meet or exceed state standards of less than 1%.
- Significant student participation in after school activities and competitions, i.e. Math Club, Young Authors, Destination Imagination (Odyssey of the Mind), Tech Club, Art Club, and Choir (more activities will be added as school grows).
- 85% of students involved in community service activities, e.g. Adopt-a Senior, Reading Buddies, Preschool presentations (more service opportunities will be added as school grows).

3. **List 3 to 5 clear and measurable school performance objectives for each goal listed above.**
Included in goal and objective statements.
3. **Clearly state how progress will be measured relative to each of these objectives.**
Included in goal and objective statements.
4. **Clearly state the timeline or method by which this progress will be reported.**

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SBDM, Administrator, and teachers will review goals and objectives on an on-going basis.

Progress will be reviewed formally and annually at a public meeting using the AEIS report.

B. School Goals (Scored by Review Committee)

1. **What are the goals of the school as an entity? (growth, facilities development, etc.)**
2. **List 3 to 5 clear measurable performance objectives for each goal listed above.**

Enrollment Goals- As we are able to fulfill our mission and there is need in the community, the Phoenix School will:

- ◆ Open August 2001 Pre-K through 7th Grade
- ◆ 2002 Pre-K through 8th Grade
- ◆ 2003 Pre-K through 9th Grade

Facility Goals – Artistic qualities of buildings and the needs of arts education programs during facility renovation and development is an evaluation in itself of mission fulfillment.

- ◆ Building for middle school and high school to house students in 2002-2003
 - Science labs
 - Computer labs
 - Gymnasium
 - Cafeteria, full-service
- ◆ Cafeteria upgrade in Alpha Building (*in progress*)
- ◆ Visual Art facilities upgrade
 - Kiln, 2000-2001 (*goal fulfilled*)
 - Pottery wheels, 2002-2003
- ◆ Music facilities upgrade
 - Risers, 2000-2001 (*goal fulfilled*)
- ◆ Theatre facilities upgrade
 - Stage, 2002-2003
- ◆ Development of wildscape and nature trail for science/art (*in progress*)
 - Amphitheater

Staff Recruitment/ Development Goals

Staff recruitment to meet growth and to fulfill mission.

- ◆ New teachers for new grade levels.
- ◆ Counselor
- ◆ Nurse

Staff retention – There must be enough continuity in school leadership and personnel to implement comprehensive arts integrated education.

Staff education – Staff must continue to learn and grow and be actively involved in their respective disciplines.

- ◆ **Phoenix Summer Institute: teacher training in multiple intelligences, learning styles, arts across the curriculum**
- ◆ **Teachers involved in elementary summer care programs, mini-camps, interdisciplinary projects, e.g. Shakesperean Summer (Visual Arts-scenery and set design, Theatre Arts-acting, costumes, choreography.**
- ◆ **Stipends for teachers' memberships to professional organizations/conferences.**
- ◆ **Gifted and Talented certifications encouraged and rewarded**
- ◆ **Region X offerings as appropriate – substitutes provided**
- ◆ **2 Visits to schools with like educational philosophy and program offering – substitutes provided**
- ◆ **Common weekly planning periods for "teaching teams" scheduled**
- ◆ **Technology in student learning and instructional management in-service training provided**
- ◆ **College Board conferences: Pre-AP and AP workshops, PSAT and SAT prep**

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

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

"The single most critical factor in sustaining arts education...is the active involvement of influential segments of the community...The community – broadly defined as parents, families, artists, arts organizations, businesses, local civic and cultural leaders and institutions – is actively engaged."

"In virtually every district with strong arts education, resources from the community or other sources supplement the regular arts education budget in the form of grants, contributed services, equipment and supplies and the like. Personnel in these districts are entrepreneurial in their search for these supplemental funds and, in the strongest districts, treat that quest as a regular part of their professional responsibility."

Gaining the Arts Advantage
**The President's Committee on the Arts and
Humanities And Arts Education Partnership**

The Phoenix Charter School will publicize the school and provide the following outreach activities in an effort to attract a sufficient pool of eligible applicants and recruit potential students.

–The Phoenix Charter School will upgrade its website to include such items as:

Program Overview	School Board Meeting Dates
Campus Profile	School Newsletter
News/Activities	Employee Directory
School Calendar	School Board Directory
Menus	Student Art Products

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- Extensive Media Articles and Publications to advertise status of the Phoenix Charter School and highlight various activities.
- Brochures highlighting/describing the Phoenix Charter School will be distributed in places whereby all walks of life would be exposed such as: The Chamber of Commerce, Area Realtors, Presbyterian Hospital of Greenville, Hunt County Family Services, Goodwill, Grocery stores, etc.
- Presentations will be made at various community/civic organizations: i.e. Lions Club, Kiwanas, Rotary, etc.
- Annual Community open house will be held.

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

Statement of Need:

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

Vision 2000 is a report that was created by the Greenville Chamber of Commerce to guide growth in the community. "Vision 2000 is designed to make some changes and correct some of the past problems in the city of Greenville with the help of the community and the businesses," said John Murray, co-author of the Greenville area study and strategic plan, Vision 2000. Committees were developed in 1991 to study various areas of concern to community leaders. One of those areas was education. Of specific concern was the high school drop-out rate. In the final report a recommendation was made that Greenville had "to clean up its act". "There is a widespread perception on the part of those not living in the community that Greenville is not the place to live due to a variety of reasons, i.e. ...the schools are not as good as those in Rockwall or Garland..." and "...there is a lack of social activities for young people."

The school district has accomplished much to address student needs since that report was made. Now, the area is faced with rapid growth and the accommodation of new students coupled with a teacher shortage that is felt state-wide. In keeping with Greenville's Vision 2000, The Phoenix Charter School adds a dimension to the community not otherwise addressed in the region, a school concentrating on a well-developed fine arts program. Student theatre productions, music recitals, and art gallery openings keep students engaged in school, the arts and learning, and, thus, impact the drop-out rate. It is anticipated that partnerships with arts councils, universities, private businesses, and professional artists will add greatly to the cultural scope of the area.

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

In considering establishing a charter school in Hunt County the following factors were noted
10 public school districts - approximately 15,000 students
4 private schools - approximately 1,500 students

There have been several co-operative programs in place for all ten public schools, including special education, library, supervisory, counseling, and nursing services, as well as many other programs. Thus, a spirit of cooperation has been evident in these schools for some time.

Approximately twelve months ago the school districts held several meetings over a period of several months in an attempt to form a coop to meet the needs of special students. While conducting those meetings, both in Greenville and at TEA in Austin, it was determined that a good approach would be the creation of a charter school campus. The Phoenix School was an on-going private, non-profit school located in the Greenville I.S.D. that specialized in fine arts enrichment and early foreign language introduction for children, 18 months through 4th grade. This venture capitalizes on the unique character and excellent community reputation of the Phoenix School and the assets of a well-established public school system. Because the a public charter will allow the Phoenix School to maintain its emphasis and educational philosophy, parents in the area will have a new option for their students.

XII. Educational Plan (Scored by Review Committee)

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

- 1. The program must include the required minimum curriculum as provided by Section 28.002, Texas Education Code.**
- 2. The description must address the incorporation of the Texas Essential Knowledge and Skills (TEKS) into the curriculum and must address goals, objectives, and content in all subject areas and grade levels.**
- 3. The description must include state graduation requirements.**

A. Educational Program

Expectations are for excellence in all customary core subject areas... Students also are taught basic computing skills and encouraged, frequently required, to use computer technology in every subject area.

TEA approved textbooks are the preferred curriculum for all core subjects: English language arts, mathematics, science, social studies (Texas history, U.S. history, world history, world geography, and U.S. government). Supplemental textbooks, teacher and student resources may be adopted by the school, but core curriculum will remain aligned with the TEKS and TAAS as the minimum standard.

Region X training opportunities will support educator proficiency in using TEKS. The TEKS will guide the instruction in enrichment classes, i.e. language other than English, fine arts, technology applications, health, physical education, economics, career and technology. National standards in the arts will also inform instructional decisions.

As high school grades are added graduation requirements will reflect Texas Administrative Code Chapter 74, Subchapter B and include the minimum, Recommended and Distinguished Achievement (Advanced) High School Programs.

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

B. Teaching Methods used and how pedagogy will enhance student learning :

Moreover, knowledge is recognized as practical, whole and connected across the curriculum. Students are encouraged to find and examine relationships between disciplines. Fine arts provide connecting themes for an interdisciplinary approach across all core subject curricula, as well as stand alone in special classes at all grade levels.

Integrating arts into the curriculum while considered innovative in school reform, is not a new philosophy. Francis Parker founded a school in 1873 where "they studied an integrated curriculum that stressed learning by doing and expression through the arts" (*Tugging at Tradition*, by Lynn Olson. Education Week on the Web. April 21, 1999). The now 300-student Francis W. Parker Charter Essential School continues to thrive and aspire to "move the child to the center of the education process."

Research is multiplying that shows "fine arts cultivate the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of communication and expression" (DOE and NEA partnership statement). James Catterall in "The Imagination Project" study at UCLA analyzed data from over 25,000 students and found that "students with high levels of arts participation outperformed arts-poor students by virtually every measure," and "sustained involvement in particular art forms—music and theatre—are highly correlated with success in mathematics and reading." One of the most surprising and critical research findings in the study is that the inclusion of the arts "levels the playing field" for students from disadvantaged circumstances." The arts were found to be a more significant factor in student success than the socioeconomic level.

Thematic units, hands-on activities, project-based assignments, and field trips are integral to instruction. Fine arts integration allows for multiple paths for student success and multiple ways for students to exercise intellect. A single faculty and staff serving grade levels prekindergarten through high school will afford the uncommon opportunity to provide vertically consistent, long-term, cohesive instruction throughout childhood and adolescence. A study, "Learning in and through the Arts" at Columbia University, uncovered the existence of a dynamic model in which "learning in one domain supports and stimulates learning in others." Self-esteem in one area increases performance in another. Teachers grouped as teams will work collaboratively during mutual planning periods and before and after school to support child-centered educational philosophy by creating a cohesive vertical plan and meaningful thematic units and multi-disciplinary, sometimes project-based,

assignments. Field trips planned for interdisciplinary purposes may be used to spark inquiry or lead to higher thinking levels on Bloom's Taxonomy.

Science at all grade levels will be hands-on and based on inquiry and the scientific method. Laboratory time will be required in high school and middle school. Field based activities at the Phoenix School's wildscape and nature trail will augment classroom instruction.

Staff members are dedicated to assisting students in finding their area(s) of natural ability. Teachers respect multiple intelligences and consider individual learning styles while composing multi-modal lesson plans. Instructors teach to students' strengths, and train students to compensate for weaker areas. The staff is trained for early recognition of developmental delays and signs of learning difficulties or emotional problems. Early identification allows the student's needs to be met and short circuits the cycle of failure. Study skills are incorporated at all levels of instruction. One on one time with students is supported by low classroom student/teacher ratios, optimally set at 15:1, and preferably not exceeding 17:1.

Educators are proactive and first remediate students through enrichment and personal educational plans for each student.

Foreign language instruction begins in prekindergarten and is offered at every grade thereafter.

Research also supports the existence of a "learning window" for language prior to adolescence during which time, if the child is taught a second language, it is more likely that he/she will speak like a native, according to Harry Chugani of Wayne State University Children's Hospital of Michigan ("Your Child's Brain", *Newsweek*, Feb. 19, 1996). Students, at the very least, have more time to develop foreign language proficiency with an early start. Motivation appears to be stronger in younger children than in middle or high schoolers to learn a foreign language, and the longer a student is involved in the language the more motivated he/she becomes (see the California Language Project). The May issue of *Developmental Psychology* examines the findings of researcher Ellen Bialystok that fluency in foreign language benefits reading abilities and the comprehension of the written word. Foreign language study also contributes to understanding and appreciation of other cultures.

Through culminating events, such as theatre performances and art gallery openings, students are provided the opportunities to set goals, develop self-discipline and responsibility, work cooperatively, demonstrate respect and tolerance toward others, and appreciate the results of their efforts in task completion.

Today's age of information and technology has spawned an evolution in the nature of knowledge and a need for different ways of learning. Richard Riley, the U.S. Secretary of Education, in the report, *Champions of Change: The Impact of the Arts on Learning*, poses this challenge. "If young Americans are to succeed and to contribute to what Federal Reserve Chairman Alan Greenspan describes as our "economy of ideas," they will need an education that develops imaginative, flexible, and tough-minded thinking. The arts powerfully nurture the ability to think in this manner." In another study of over 2000 public school 4th through 8th graders, researchers from Teachers College Columbia University found significant relationships between rich in-school arts programs and creative, cognitive, and personal competencies needed for academic success. Ramon Cortines, teacher, superintendent, assistant secretary of education and chancellor of the Board of Education for New York City, designated the arts as the "Fourth R", a basic component in curriculum. He stated in the report *Gaining the Arts Advantage* that the arts play a vital role in helping students "acquire the

knowledge, skills, confidence, and motivation to succeed in the increasingly sophisticated workforce and as parents and citizens.”

Students at the Phoenix School learn from experience, are able to engage in complex tasks with multiple outcomes, represent what they know through art and other project based assignments, and realize that school is only one place of learning. Integration of the arts, multi-disciplinary and multi-modal instruction, and hands-on experiences encourage students to think of themselves as life-long learners and value the learning experience itself.

Distinctive Programs

Prekindergarten 3 and 4 year olds – Full day (contingent on state funding)

In accordance with the Task Force on Early Childhood and Elementary Education, January 1994, The Phoenix School provides a child-centered and developmentally appropriate education in the following areas:

Competence and self-esteem – Children have opportunities to explore and discover facts about their world in a manner that encourages success;

Socialization – children learn to work within a group in a cooperative effort that encourages respect and concern for the rights of others as well as themselves;

Language development – children have many opportunities to formulate ideas and present them to others, building their vocabulary and understanding for the meanings of words;

Physical growth – through fine and gross motor activities and experiences, children enhance and refine motor abilities;

Respect for individual differences – children are encouraged to proceed on a given task at his/her ability level.

Instruction in reading, numbers concepts, social studies and community helpers, science, and health and safety begins in Pre-K, as well as foreign language, music, theatre arts, and physical education. Children have some exposure to technology through in-classroom computers and educational software.

Fine Arts Program

Fine arts integrated curriculum has been addressed in the description of the educational plan. Fine Arts classes are also “stand alone” subject areas for all grade levels, K through 12th. A scope and sequence is being developed with the TEKS and newly developed national standards as guidelines for additional grades to be added in the next three years. The greatest contribution, though, to each fine arts area is the teacher. At The Phoenix School we have employed professional artists who have a talent for working with children. Their approaches are different, and their results are extraordinary. We have chosen to include statements from those teachers describing their special classes as only they can, with naivete, lacking jargon, and with the perspective of the artist.

Visual Art

You will find my approach to art instruction to be much different from that of most art teachers at early elementary levels. I have a professional degree of Fine Arts, and I am a practicing artist. I like to begin with the basics of drawing and rendering skills, as would be done at the collegiate level. The real accomplishment of rendering comes from knowing how to “see”, truly see what you're looking at, not seeing what you think you see. I push the students to see lines, values, and contours, instead of

preconceived shapes and objects. The next step is to introduce color, color value, and color temperature. I encourage them to not only see color, but to "feel" color as mood and emotion. It is important to explore mixing mediums, media and different materials. This freedom of exploration promotes freedom of personal thought and creativity. Throughout the process of making art with the students, I reference important artists and art from history, along with our contemporaries.

Working in three-dimensional space is a very different process than that of the two dimensional space of a painting, drawing or collage. Making functional pottery, for instance, with coil and slab building techniques allows the children to focus in a general direction while learning the material, it's abilities and boundaries. After the children develop a material confidence, they are able to further explore three-dimensional space with sculpture. Producing this kind of work over an extended period of time allows students to appreciate the materials as well as the process. Children are accustomed to immediate result problem solving which can lead to an unexplored solution. Forcing them to "live" with a piece for more than one or two classes allows them to gear down, reason with the work, and ask important questions. Why is this the way it is? Do I like this? Could this be different from my original idea? This leads to critical analysis and a deeper level of thought about the art. Most importantly, the children think of themselves as artists.

---David Cheney, Art Teacher-Phoenix School

Theatre Arts

At the Phoenix School we offer a theatre arts program designed so that the child is able to develop the "whole self". Students learn socially, intellectually, and physically. The highest I.Q. can be rendered impotent without social skills. At the beginning of this school year, everyone learned the fundamentals of theatre arts, including parts of the stage, lighting, sound, costumes, and make-up. This foundation allowed us to mount a large-scale production at Christmas time that was open to the public and community dignitaries, as well as parents and staff members. The students spent weeks learning their parts. Every child had a part in the production. The students learned stage presence and gained valuable self-esteem. We have found other ways to make knowledge real by taking a field trips to The Movie Studios at Las Colinas and The Children's Theatre productions in Dallas where we were able to see things we had learned come to life.

Students spend time discovering and using their creativity. Exercises include creating our own commercials. Students also develop skill in critiquing by composing regular movie reviews. An important part of theatre arts is the history of the stage and the people who contributed to it. We include everyone from William Shakespeare to Steven Spielberg. Theatre Arts contributes significantly to character development. The students rely on one another to each "do his part", play practice develops self-discipline, and we learn tolerance for one another and our work. At the Phoenix School, we are proud of our approach to life through the theatre.

---Renea Powell, Theatre Arts Teacher-Phoenix School

Music

The music classes at The Phoenix School have a two-fold purpose: the students learn the essentials of music, and they are able to develop performance skills while building self-esteem and confidence. Sequentially, we begin with four-year-olds experiencing different kinds of music and talking about how music makes them feel. They learn basic rhythm basics and how to hear rhythm within a piece. They also learn breath control and singing techniques. K-5 builds on this by adding the musical

ABC's, staff correlation, and rhythmic variations. In 1st grade we add practical theory, basic music definitions, written and oral board work. Interval studies and sight reading begin in 2nd grade. 3rd and 4th graders continue with intervals and sight reading, but also add harmony. By 4th grade students are able to learn basic scale studies and identify chords and intervals. This work prepares them for band and choir in 5th grade.

All students attend a performance of the opera and the symphony each year. This year we included *Fantasia 2000* at the IMAX. To prepare for the symphony, students learn about the orchestra family, the various instruments and their sounds within the family. Music classics and composers are shared and discussed throughout the year, and students, grades 1 through 4, learn about a composer and make a class presentation. All children are given the opportunity to compose music, with rhythm instruments at first, and later with recorders.

By working closely with the Theatre Arts Dept. on the yearly production and through semi-annual choir concerts, students learn stage presence and direction. Students showcase talents while being "backed up" by the choir. The children learn to use microphones, sound and recording equipment which helps them hear and use their voices (tonality and articulation), improve their stage skills and performance skills, and overcome "stage fright". Each child is unique and encouraged to participate to their fullest potential.

--- Karen Parsley, Music Teacher-Phoenix School

Foreign Language

Early introduction of foreign language is another way that the Phoenix School is different. The following is a statement by linguist, Ginger Tinsley, who has mastery of several languages including French, Spanish, German, and American Sign Language.

The foreign language program at The Phoenix School is designed to expose students to the languages and cultures of other countries so as to foster advanced thinking skills, as well as positive attitudes toward social diversity. Young children who acquire an awareness of how people in different places think, speak, and live gain more complex thought processes, in addition to a more comprehensive understanding of people. Research supports the belief that people who learn more than one language as children surpass their mono-lingual English-speaking peers in any verbally oriented academic subject which they pursue later in life, regardless of which language that subject may involve and whether the language is new, familiar, similarly structure, or unrelated. This is because both the cognitive and the affective structures already have been enhanced in such a way as to enable children's minds to have greater multiplicity, flexibility, and tolerance.

Students are taught to say and comprehend the names of numbers, the letters of the alphabet, the days of the week, the months and seasons of the year, colors, articles of clothing, body parts and family terms. They also learn greetings, introductions, farewells, activities, stories, and songs in the foreign language (currently French). They also experience foods from those cultures where the language is spoken.

At The Phoenix School we strive to help children grow both intellectually and emotionally by teaching them different words for expressing the same concepts and different perspectives for interpreting the same world.

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

The greatest impact an educator has on a student's life is through example, especially that of our own enthusiasm for learning. Teachers are actively involved in their respective disciplines, areas of art, and continuing education. Staff development contributes to teacher competencies.

The Phoenix Summer Institute is a training opportunity in multiple intelligences, learning styles, arts across the curriculum. Teachers are also involved in elementary summer care programs, mini-camps, interdisciplinary projects, e.g. Shakespearean Summer (visual arts- scenery and set design, theatre arts – acting, costumes, choreography). Staff development at the beginning of and throughout the school year will address technology in student learning and instructional management. Training is provided for recognition of learning differences, emotional problems, and developmental delays. Gifted and Talented certifications are encouraged and rewarded. Substitutes will be provided for teachers attending Region X offerings, as appropriate, and for making 2 visits to schools with like educational philosophy and program offerings per year. Sponsors will be sought to provide stipends for teachers' memberships/subscriptions to professional organizations/conferences.

D. Admissions Policy

1. Describe the admissions methods/process you will follow.

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

Attached hereto as Exhibit "CC."

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

See Exhibit "CC1".

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

Phoenix will maintain an open-enrollment policy by adhering to the above policies to provide an "equal access" philosophy while respecting Phoenix district boundaries.

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

1. **Child Find NOTE: A charterholder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in the charter school or contacting the charter school regarding enrollment.**
2. **Confidentiality**
3. **Procedural Safeguards**
4. **Notice of Admission, Review and Dismissal (ARD) Committee Meetings**
5. **Assessment of Children to determine eligibility**
6. **Development and Implementation of the Individual Educational Plan (IEP)**
7. **Least Restrictive Environment (LRE) Placement**
8. **Transition Planning**
9. **Certified Personnel for the provision of services to children with special needs**
10. **Services to Expelled Students**

The Phoenix Charter School will be served by independent service providers with a wealth of experience and appropriate qualifications and/or licensure in their respective fields. Operating guidelines are referred to in Exhibit DD by the manual's table of contents. The manual is provided to charter schools by ESC Region X. These same procedures were adopted in school year 2000-2001 by the Phoenix Elementary, which was then a satellite campus of Boles ISD, and through the Tri-County Special Education Co-op. These guidelines and procedures will remain in place as the school makes the transition to a charter school. Tri-County operates under the board policies of the eleven local districts it serves and TCC Management Board Policies. This operational guidelines manual is to clarify and support local district policy, State Board of Education and Commissioner's Rules for Special Education Services, and 34 Code of Federal Regulations (individuals with Disabilities Education Act) IDEA- Part 300. The School's local school districts' Board approved policy manual may be found in the office of the Administrator and with the special education teacher. The following list include the most frequently referenced policy sections which relate to special education services. See also attached Exhibit "DD."

1. *The Phoenix Charter School will strive through adopting practical methods to locate, identify and evaluate children with disabilities and who are in need of special education and related services focusing on highly mobile children, e.g. migrant, homeless and children suspected of having disabilities who are in the process of advancing a grade.*
2. *All special education records are kept confidential and separate from the student's cumulative folder. Parents/guardians have access to records.*
3. *As specified in TEA's Procedural Rights Handbook. The parent/guardian will be fully informed of all relevant information in his or her native tongue or other mode of communication. No activity shall be implemented without the understanding and voluntary agreement in writing of the parent/guardian.*

Parent may revoke consent.

Parents/guardians are afforded the opportunity to review all educational records with respect to FAPE and the identification, evaluation, and educational placement of the child.

Parents/guardians will be provided notice of meetings regarding FAPE, identification, evaluation and placement of their child

Parents/guardians shall be included in placement decisions involving their child.

Parents may obtain an independent educational evaluation. The School shall inform parents where and how to access this service. The School shall cover cost in the case where the parent/guardian disagrees with the public evaluation and the IEE meets agency criteria.

- 4. Parents or custodial guardians shall receive notification at least five days in advance of an ARD meeting. Transition ARD meetings will occur within 30 days of the student's transfer to the Phoenix Charter School with appropriate parental notification.**
- 5. Students referred to the Special Education Teacher shall be assessed by a qualified and registered diagnostician, who will attend all ARD Meetings for students being newly assessed.**
- 6. An IEP will be developed at the ARD Meeting by the classroom teacher(s) with the assistance of the diagnostician, administrator, and specific therapist(s) indicated on the diagnostic report.**
- 7. Least Restrictive Placement will be the prevailing guideline for every qualifying student's educational plan. Students will be allowed to participate in Special Enrichment Classes and any other regular education class in which they are able to perform adequately.**
- 8. Transition Planning for qualifying students 16 years of age and younger when appropriate will enable them to make a successful transition to life outside of the public school system. Education Code 29.011.**

The Phoenix Charter School shall develop a student ITP in collaboration with (by MOU):

**Texas Commission for the Blind
Texas Dept. of Human Services
Texas Dept. Of Mental Health Mental Retardation
Texas Education Agency
Texas Employment Commission
Texas Rehabilitation Commission; and
Texas Dept. of Protective and Regulatory Services.**

The ITP will be reviewed at least annually. Phoenix Charter School staff (parents/guardians, special education teacher, regular education teacher, administrator and participants from indicated outside agencies) shall annually review an individual transition plan (ITP) for each qualifying student focusing on the needs and goals of the student and not the disability alone. The ITP shall be a separate document from the

IEP and shall be based on information about the student's knowledge, skills, capabilities, interests, and preferences. The ITP components shall include:

- a. identifying the student's expectations after exiting school;**
- b. identifying a network of support and community resources to support the goals;**
- c. identifying when and how support shall be provided;**
- d. identifying the transition services that require coordinated sets of activities necessary to the goals, e.g. instruction, community experiences, employment, daily living skills, functional vocational evaluation;**
- e. identifying timelines for all activities leading to the attainment of goals;**
- f. identifying transition services needed to facilitate transition to the home.**

Transition Planning ARD Meetings will address in writing;

- a. the identification of services;**
- b. eligibility criteria for services;**
- c. availability of services;**
- d. costs of services;**
- e. how services may be accessed;**
- f. contact person;**
- g. phone number;**
- h. address; and**
- i. complaint procedure**

It shall be the responsibility of the School to provide reasonable notice to all parties including the student, parent/guardian, special education teacher, classroom teachers, administrator and representatives of necessary agencies of any ARD Meetings addressing the ITP.

- 9. A certified Special Education Teacher will be employed to direct programs and serve qualifying students. Additional services will be provided by qualified independent providers. At this time, per enrollment applications, the need diagnostic services and speech therapy have been identified. The Phoenix Charter School has contracted with Joane Walvoord, Diagnostician, and Ann Brady, Speech Therapist for services. Payment will be based on hours worked and mileage. Both providers are also contracted with Tri-County Co-op and other school districts. Should other services be required, we will contract for them as well.**
- 10. The expulsion and/or placement of a student in an alternative education program with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal committee. A student with a disability who receives special education services may not be placed in alternative education program solely for educational purposes if the student does not also meet the criteria for alternative placement in Section 37.006(a) or 37.007(a). The School shall provide educational services to an expelled student in an alternative education program as provided by Section 37.008 through payment to another district or in cooperation with other districts or charter schools. The alternative education program shall provide for students' educational and behavioral needs.**

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

FEDERAL TITLE PROGRAMS

Definitions

Title I, Part A – Improving Basic Programs

A federal program whose goal is to improve teaching and learning and to enable participants to meet the challenging state performance standards that all children are expected to master. Programs may follow one of two designs, the school-wide program or the targeted assistance program.

Title I, Part C – Education of Migratory Students

A federal program whose goals is to assist districts in supporting educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves, to ensure that students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state content and student performance standards that all children are expected to meet.

Title II, Part B – Dwight D. Eisenhower Professional Development Program

A federal program that provides supplemental financial assistance to school districts to ensure that teachers; and, where appropriate, other staff and administrators have access to sustained and intensive high-quality professional development that has a positive and lasting impact on the teachers' performance in the classroom. Training must be in the core academic subjects with a primary focus on mathematics and science.

Title IV – Safe and Drug Free Schools and Communities

A federal program that provides funds for school districts to develop and carry out a comprehensive drug and violence prevention program that must be designed for all students and employees through the coordinated efforts of school, families, and community.

Title VI – Innovative Education Programs

A federal program designed to accomplish the following:

- 1) Support local education reform efforts that are consistent with and support statewide reform efforts under Goals 2000; Educate America Act**
- 2) Support state and local efforts to accomplish the National Education Goals**
- 3) Provide funding to enable state and district to implement promising educational reform programs**
- 4) Provide a continuing source of innovation and educational improvement, including support for library services and instructional and media materials**
- 5) Meet the special educational needs of at-risk and high-cost students**

At-Risk Students Grades Pre-K – 6

- 1) Did not perform satisfactorily on a readiness test or assessment instrument administered at the beginning of the school year.**
- 2) Did not perform satisfactorily on a state assessment instrument.**
- 3) Is a student of limited English proficiency.**
- 4) Is sexually, physically, or psychologically abused.**
- 5) Engages in delinquent conduct, as defined in Family Code 51.03(a).**
- 6) Resides in a residential placement facility within the District, but whose parent or legal guardian does not reside within the District.**

At-Risk Students Grades 7 – 12

- 1) Was not advanced from one grade level to the next in two or more school years.**
- 2) Is two or more years below grade level in reading or mathematics skills.**
- 3) Did not maintain an average of 70 in two or more courses in any semester, including the current semester and are not expected to graduate within four years after beginning ninth grade.**
- 4) Did not perform satisfactorily on one or more sections on the state assessment instrument.**
- 5) Is pregnant or is a parent.**
- 6) Resides in a residential placement facility within the District, but whose parent or legal guardian does not reside within the District.**

Education Code 29.081

Title I, Part A Improving Basic Programs

Goals Title I, Part A

Phoenix Charter School is dedicated to providing and coordinating resources to help students meet the state performance standards. The following areas will be the focus of the Title 1, Part A program:

- 1) Incorporation of Title 1, Part A planning needs into the existing school planning.
- 2) Providing an accelerated, high quality curriculum; utilizing effective instructional strategies designed to minimize removing students from the regular classroom during regular school hours for instruction.
- 3) Increase parental involvement through strategies such as family literacy, and providing opportunities for families to learn about the unique needs of their child, and strategies used in the Title1, Part A program.
- 4) Provide opportunities for on-going professional development for staff members in the areas of accelerated curriculum, accelerated teaching methods, applied learning and team teaching strategies.

Guidelines Title I, Part A

1. Implement as a Targeted Program for qualifying students in Early Childhood, Elementary, Middle School, and High School Programs.
2. Title 1 funds or services will be used to upgrade the resources for qualifying students' acceleration in reading, math, language arts.
3. Perform an annual review to determine whether the school is meeting or making adequate progress toward enabling its students to meet the state's student performance standards.

Program Organization Title 1, Part A

Phoenix Charter School provides services to students who indicate a need for assistance in meeting the state and local performance standards. The Title 1, Part A program is in addition to the regular high-quality curriculum, and is designed to accelerate student learning. Students are served through targeted assistance to qualifying students. Criteria for identification is multifold and includes failure in a subject area or anticipated failure, failure to pass any portion of the TAAS, unsatisfactory results on the TPRI or subject areas of a national standardized test approved by TEA. The Phoenix School currently uses the Stanford/OLSAT. Phoenix Charter School serves students during a specified time during the daily schedule. Students will receive direct teacher instruction using a variety of teaching

methodologies and effective, research-based strategies. Students will also use computer-based instruction in the areas of reading/language arts and math.

Kindergarten – 4th Grade

Starting no later than the third week of school, all classroom teachers will offer daily tutoring during the 30-minute recess time.

5th – 8th Grade

Students who receive a 75 or below on a Notice of Concern at the end of the third week, or who fail a course on their report card, will be placed in tutoring from 9:50 – 10:20 each day. Students will be assigned according to a published schedule.

9th – 12th Grade

Tutoring period is held daily from 10:00 – 10:20. Students are assigned to a tutorial class at the beginning of the school year. Each teacher has approximately the same number of students.

Title I, Part C

Migrant Programs

Goals – Title I, Part C

The goal of the Phoenix Charter School's Migrant Program is to identify, recruit, and serve all eligible migrant children living in our geographic boundary or attending Phoenix Charter School from 0 through 21 years of age. The role of the Migrant program in improving student achievement is to supplement the services already offered by the school district. Programs are designed to help students overcome educational disruption; cultural and language barriers; social isolation; and other factors that inhibit the ability of the children to do well in school and to prepare them to make a successful transition to post-secondary education or employment.

Guidelines Title I, Part C

Migrant Education's Seven Areas of Focus are:

- 1) Identification and Recruitment (ages 0 - 21)
- 2) New Generation System for Migrant Student Record Transfer (ages 0 - 21)
- 3) Migrant Services Coordination (ages 3 - 21)
- 4) Parental Involvement (ages 3 - 21)
- 5) Early Childhood Education (age 3 – grade 2)
- 6) Secondary Credit Exchange and Accrual (grades 9 – 12)
- 7) Graduation Enhancement (grades 7 – 12)

Program Organization Title I, Part C

Phoenix Charter School focuses on the seven areas in the following ways:

1) **Identification and Recruitment**

- a) The Migrant Coordinator checks each new enrollee to see if they meet the requirements of the Migrant Program.
- b) The Migrant Coordinator conducts periodic checks to see if any other students have become eligible by moving and/or employment changes.
- c) Migrant Recruiter enrolls non-English speaking residents under 22 years of age who have not graduated from High School or received their GED.

2) **New Generation System for Migrant Student Record Transfer**

The Migrant Coordinator enters all migrant students into the New Generation System. This allows Phoenix Charter School to receive information on the students from previous schools or to allow other schools to access student information from Phoenix Charter School.

3) **Migrant Services Coordination**

An up-to-date file is kept on each migrant student that includes birth certificates, Social Security numbers, immunization records, grades, credits earned, testing scores, and any health concerns. These records are made available to the parents from the Migrant Service Coordinator. This contributes to a smooth transition from one school district to another or from state to state for the student and their family.

4) **Parental Involvement**

All of our parents are encouraged to attend our monthly Parent-Teacher Organization meeting and to become involved with all of the activities. All notes from the school such as general information, field trips, holidays, and student report cards are sent home in the home language of the parents.

5) **Early Childhood Education**

Phoenix Charter School offers a full-day Pre-Kindergarten program, full day Kindergarten, Summer Care with a focus on educational and learning activities, and a Summer Book Mobile. The Phoenix School, a non-profit organization, also offers preschool classes for two and three year olds at the same location as the Phoenix Charter School.

6) **Secondary Credit Exchange and Accrual**

At the end of each semester, the data specialist enters the credits that are earned by

each Middle School and High School student into the New Generation System. These records are maintained until a student either graduates or withdraws from the school system or no longer qualifies for the Migrant program. If a student withdraws, then a copy of this record is sent along to the next school system. This information is also readily available on the Internet on the NGS program for any school personnel qualified to obtain it anywhere in the United States.

7) Graduation Enhancement

The Migrant Program will coordinate as grades are added through middle school and high school with other programs such as Title I, Part A, Compensatory Education, Career and Technology Education, and ESL to enhance every student's odds of graduating.

In addition to the 7 areas of focus, Phoenix Charter School offers direct student services by employing classroom aides to assist the students through a send-in program, where the aides work individually with migrant students in the regular classroom setting.

**Title II, Part B
Eisenhower Professional Development**

Goals Title II, Part B

The goal of Title II, Part B is to retrain math and science teachers to meet the needs of students into the 21st Century.

Guidelines Title II, Part B

- 1) There should be an annual needs assessment to determine professional development needs of staff members.
- 2) District Administration must ensure that program provides high quality professional development.
- 3) Eighty percent of funds must be spent to provide professional development for teachers, and administrators, pupil services personnel, parents, and other staff of individual schools, as appropriate.

Seventy-five percent of funds must be spent for professional development activities in mathematics and/or science.

Seven and a half percent of funds must be spent for professional development activities in reading.

Seventeen and a half percent of funds may be spent for professional development activities in other core subject areas, which include mathematics, science, English, civics and government, foreign languages, arts, geography, history, and economics.

- 4) Program utilizes effective strategies, techniques, methods, and practices for meeting the needs of diverse groups of students, including girls and women, minorities, individuals with disabilities, limited English proficient individuals, and economically disadvantaged individuals.

Program Organization Title II, Part B

Phoenix Charter School participates in a Shared Services Arrangement with Region X ESC Educational Service Center for Title II, Part B, Dwight D. Eisenhower Professional Development Program.

Region X ESC receives all of Phoenix Charter School's Title II funds and in return Region X ESC offers a continuum of professional development opportunities, with an emphasis on mathematics and science. Flyers of specific professional development activities are mailed from Region X ESC to campus principals. Flyers will be posted in teacher workrooms and distributed directly to teachers on an as needed basis.

Region X ESC conducts an annual survey of the districts' needs. Phoenix Charter School participates in the needs assessment, to aid in determining proper professional development activities.

Title IV Safe and Drug Free Schools

Goals Title IV

The goal of Title IV, Safe and Drug Free Schools and Communities is to reduce the occurrences of violence and / or the use of alcohol and other drugs.

Guidelines Title IV

- 1) Convey a clear and consistent message that the illegal use of alcohol and other drugs is wrong and harmful.
- 2) Adopt and carry out a comprehensive drug and violence prevention program for all students and employees of the district.
- 3) Consult with the local advisory council in developing its application for Title IV, Safe and Drug-Free Schools and Communities funding.
- 4) Promotes the involvement of parents and coordinates with community groups and agencies in the distribution of information about the school district's needs, goals, and programs for Title IV.

Program Organization Title IV

Phoenix Charter School participates in a Shared Services Arrangement with Region X ESC Educational Service Center for Title IV, Safe and Drug-Free Schools and Communities.

Region X ESC receives all of Phoenix Charter School's Title IV funds and in return Region X ESC offers a continuum of professional development opportunities.

Phoenix Charter School provides multiple services to promote Safe and Drug Free Schools.

Elementary Services (grades Pre-K – 6)

- 1) Guest Speakers
- 2) Red Ribbon Campaign
- 3) School awareness / spirit programs
- 4) MacGruff Program
- 5) 911 Program
- 6) Deputy Sherriff Program

High School Services (grades 7 – 12)

- 1) Guest Speakers
- 2) Red Ribbon Campaign
- 3) School awareness / spirit programs

Program Evaluation

Title IV services will be evaluated annually. This evaluation will consider student discipline records and the annual Special Programs Survey.

**Title VI
Innovative Education Programs**

Goals Title VI

- 1) Support local education reform efforts that are consistent with and support statewide reform efforts under Goals 2000; Educate America Act
- 2) Support state and local efforts to accomplish the National Education Goals
- 3) Provide funding to enable state and district to implement promising educational reform programs
- 4) Provide a continuing source of innovation and educational improvement, including support for library services and instructional and media materials
- 5) Meet the special educational needs of at-risk and high-cost students

Guidelines Title VI

- 1) Provide private nonprofit schools within the district with services, materials, equipment and teacher training.
- 2) Funds must be used to improve elementary and secondary education programs.
- 3) Consult with parents, teachers, administrators, and other appropriate school personnel in designing, planning, and implementation of the Title VI program.
- 4) Funds must supplement other non-federal sources.
- 5) Consult with participating private nonprofit school officials regarding the development and implementation of the Title VI program.

Program Organization Title VI

Phoenix Charter School uses Title VI funds to supplement the purchase of library books. Guidelines for purchasing library books are teacher requests and accelerated reader book to add to our collection.

Parent and Community Involvement

Phoenix Charter School embraces the concept that the education of students is a partnership with parents and community. Parents must receive information related to program objectives and activities, which support the school process.

Parents and Community members are invited to be part of Phoenix Charter School Site-Based Decision Committee.

Migrant Education

Region X ESC will assist in tracking migrant students and in providing resources.

Explanation of 504 Forms

- 1) **Steps to §504 Identification Process:** This page is an outline of how the §504 identification process should be sequenced and where appropriate forms should be housed.
- 2) **Student Support Referral Form:** Not mandatory, but it's always a good idea to have some record of when the first considerations were being made. A referral can be made by a teacher, counselor, administrator, parent, or by a diagnostician at the end of a Sp. Ed. A.R.D. meeting when the child is found to not qualify for Special Ed. Services.

- 3) **Parental Consent:** In December 1997, the Dallas OCR office issued an interpretation of the governing regulations, which stated that the intent of the law was for parental consent prior to the initial evaluation only. This would not be required for re-evaluations.
- 4) **Parent Notification of Support Committee Meeting:** Send this after consent is given and while the data gathering is taking place. Parents are not required to attend, nor are schools required to schedule a meeting to accommodate the parent. However, it is always a good practice to invite the parent to attend and participate in the meeting.
- 5) **Notice of Rights for Disabled Students and Their Parents:** Prior to any and every §504 meeting for a student, send a copy of the Rights along with the Notice of Meeting (#4) to the parent.
- 6) **Information from the Classroom Teacher:** This form is used as a data-gathering tool prior to the meeting. Note that item #1 on this form asks for samples of the student's work. Copies of 3-5 samples will be sufficient. If the student is in secondary school, have input from at least two teachers.
- 7) **Information from the Parents:** Not required. This form may be used if the student is very young and not much cumulative folder information exists, or if the student is new to the district and records are incomplete. It may also be used any time you feel a need for additional background information from home.
- 8) **Committee Meeting Summary, page 1:** This form is filled out during the §504 meeting. On item III, be specific about what the suspected impairment is. Item IV is there because the regulations require addressing adaptive behavior. An adaptive behavior assessment is not required. The statement to be answered "yes" or "no" is sufficient. Adaptive behavioral scales are traditionally used to detect mental retardation. The most common response to the statement will be "yes". Rarely will the answer be "No".
- 9) **Committee Meeting Summary, page 2:** Item V provides a place for prior Sp. Ed. Testing results to be entered. Example: WISC-III, Woodcock-Johnson; when tested; the diagnostician; how close to qualifying. There is also a line for TAAS scores and norm referenced tests. Item VI is to document whether accommodations under §504 are to take place.
- 10) **Committee Meeting Summary (narrative), page 3:** (optional) Use this page as needed. It can be used to spell out specific accommodations. It can also be used to record important statements during the meeting and it can be used to write a narrative for a manifestation determination when the need arises.
- 11) **Academic Modification Recommendations:** This list of accommodations is not exhaustive, but contains most commonly chosen ways of accommodating the student. Every teacher of a §504 student should have one of these accommodation sheets. If an accommodation on the sheet is marked, it must be carried out.

- 12) **Notice of 504 Identification:** If a §504 student's records are kept separately from the cumulative folder, this sheet can go in the cumulative folder to inform staff that additional §504 documents exist in another location.

Steps to §504 Identification Process

Who Does What?

- 1) Parent or school personnel requests and fills out Referral Form
 - 2) Referral form is given to 504 Coordinator
(As of Dec. 1997, parental consent is required prior to the initial evaluation)
 - 3) 504 Coordinator gathers data on referred student from:
 - a) Teacher information sheet (from at least 2 teachers at secondary level)
 - b) Cumulative folder: TAAS, ITBS, other information as needed
 - c) Form for information from parent (optional)
 - d) Disciplinary records (as needed)
- ** Gathering the in-school data should take no more than 3-5 days**
- 4) 504 Coordinator sends Notification of Referral Committee Meeting and Notice of Parent and Student Rights to parent. Set the meeting date reasonably (there are no specified timelines set by law)
 - 5) The 504 Committee meeting must consist of at least two (2) people knowledgeable of the procedures, data, and the students. Follow the committee meeting summary sheet (2 pages) outline and fill in the appropriate blanks. Add narrative page if needed.
 - 6) If the student qualifies, fill out the Notice of 504 identification form.

Steps to §504 Identification Process

What Goes Where?

- 1) **Student folder: (White copy of multi-part forms)**
 - a) **Copy of Notice of §504 identification and parental consent form**
 - b) **Copy of §504 Committee Meeting Summary**
 - c) **Copy of Academic Modifications and/or Behavioral Mgt. Plan**
 - d) **Information from classroom teacher (form)**
 - e) **Copies of Student's work**
 - f) **Copy of Information from Parent (optional)**
 - g) **Copy of §504 Referral**

- 2) **Parent**
 - a) **Notice of meeting and Rights (prior to meeting)**
 - b) **Copy of §504 Committee Meeting Summary**
 - c) **Copy of Academic Modifications and/or Behavior Mgt. Plan**
 - d) **A copy of any other additional accommodations deemed necessary**

- 3) **Teachers**
 - a) **Copy of Academic Modifications and/or Behavior Mgt. Plan**
 - b) **Copy of any other accommodations or findings deemed necessary**

- 4) **District Coordinator**
 - a) **Copy of Committee Meeting Summary**
 - b) **Copy of Academic Modifications and/or Behavior Mgt. Plan**
 - c) **Copy of any other accommodations deemed necessary**

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

ESL

POSITION STATEMENT

Phoenix Charter School recognizes that the mastery of basic English language skills is a prerequisite to effective participation in the states' educational program. Therefore, in accordance with Texas Education Code 29.051 Phoenix Charter School provides English as a second language to students identified as limited English proficient in Pre-Kindergarten through current grade level.

English as a Second language shall be taught at Phoenix Charter School only for the purpose of assisting the learning ability of limited English proficient students.

DEFINITION

Phoenix Charter School provides English as a Second language classes for students of limited English proficiency, defined by the Texas Education Code 29.052 as "a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English".

GOALS OF PROGRAM

The goal of English as a Second language shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language, and shall emphasize the mastery of English language skills and content area concepts and skills in order for limited English proficient students to have equitable participation in school. The ESL program will be an integral part of the total school program for LEP students. The ESL program is based on the Texas Essential Knowledge and Skills and utilizes instructional approaches designed to meet the special needs of LEP students.

PROGRAM GUIDELINES

All limited English students will be provided an English as a Second Language program regardless of the number of such students and taught by a state certified ESL teacher.

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

The district shall by local board policy establish and operate a Language Proficiency Assessment Committee. The district shall have on file, policy and procedures for this election, appointment, and training of members of the LPAC.

ESL LPAC Members- The LPAC will be composed of one or more professional personnel assigned by the Administrator or designee, and a parent of a limited English proficient student who is not an employee of the School. Selection of the parent member of LPAC will be made after soliciting volunteers and upon the recommendation of professionals involved in the ESL program.

Training of LPAC Members- The district shall provide orientation and training through the Region X Educational Service Center for all LPAC members. This orientation will include discussion of the committees duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties committee members will be acting for the district and shall observe requirements regarding confidentiality of student records.

Duties of LPAC- Within four weeks of the initial enrollment of any LEP student and at the end of each school year, the LPAC shall:

1. Review all pertinent information on LEP students, including the home language survey, the language proficiency tests, each student's achievement in content areas, and each student's emotional and social attainment;
2. Designate the language proficiency level and academic achievement level of each LEP student;
3. Recommend, subject to parental approval, the initial instructional placement of each LEP student in the required programs;
4. Facilitate the participation of LEP students in other special programs for which they are eligible provided by the district with either state or federal funds;
5. Review each LEP student's progress at the end of the school year in order to determine future appropriate placement;
6. Monitor the progress of students formerly classified as LEP who have exited from the program, and based on the information, designate the most appropriate placement for the student;
7. Determine the appropriateness of a program that extends beyond the regular school year based on the needs of each LEP student;
8. Before the annual administration of the TAAS, determine the eligibility of the LEP students in grades 3-8 for alternative testing, administration of the Spanish version of the test; or administration of the English version of the test;
9. Within the first four weeks following the first day of school, the LPAC shall determine and report to the governing board of the school district the number of students of LEP on each campus and shall classify them according to the language which they possess primary proficiency. The governing board shall report that information to the Texas Education Agency before the first day of November each year;
10. Within ten days after the students classification as LEP, the LPAC shall give written notice to the student's parents advising that the student has been classified as LEP and requesting approval to place the student in the ESL program. The notice shall include information about the benefits of the ESL program for which the student has been recommended and that it is an integral part of the school program. The notice must be in English and the student's primary language.

STUDENT IDENTIFICATION

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- 1. Home Language Survey-** The home language survey shall be administered only one time to each student. Administration shall be to students new to the district and to students previously enrolled who were not surveyed in the past. The survey shall be signed by the parent or guardian for students in pre-kindergarten through grade 8, and by the student in grades 9-12. The original copy of the survey shall be retained in the student's permanent record.
- 2. Language Other Than English (LOTE) Students-** If a language other than English is indicated on any portion of the home language survey, the student must be tested for English proficiency.
- 3. Oral Language Proficiency Test-** Phoenix Charter School administers the individual Proficiency Test (IDEA) published by Ballard & Tighe. Administration of the test will be conducted by staff members who are trained in language proficiency testing.
- 4. Limited English Proficient (LEP) Students-** A student shall be identified as LEP within four weeks of enrollment using the following criteria:

In grades Pre-Kindergarten through second grade the Individual Proficiency Test (IDEA) will be used to determine whether a student is considered limited English proficient.

In third through twelfth grade the Individual Oral Proficiency Test (IDEA) test will be used in conjunction with the Texas Assessment of Academic Skills (TAAS) test scores to determine whether a student is considered limited English proficient.

PLACEMENT OF STUDENTS

The student must be placed in the English as a Second Language (ESL) program as soon as the student is identified as Limited English Proficient (LEP), and the Language Proficiency Assessment Committee (LPAC) has recommended such placement regardless of whether parental approval has been received. Within the first four weeks after enrollment, a student will be identified, assessed and placed in the ESL program. The district shall place the student in the ESL program on the date the LPAC recommends that services begin, but may count the student for special language funding only after parental approval is received (along with home language survey, test scores, and documentation of LPAC recommendation). If parental denial is received, then the district must discontinue serving the student.

PARENTAL AUTHORITY / NOTIFICATION

Parent means the parent(s) or legal guardian of the student.

Within ten days after classification, the Language Assessment Committee (LPAC) shall give written notice to parents advising that a student has been classified as Limited English Proficient (LEP) and requesting approval to place the student in the ESL program. The notice shall be in English and the primary language shall include information about the benefits of the ESL program for which the student is recommended and that it is an integral part of the school program. Pending parent approval, the district shall place the student in the ESL program.

The entry or placement of a student in the ESL program must be approved in writing by the student's parent. Approval shall be considered valid for the student's continued participation in the program until the student meets the established exit criteria, graduates from high school or the parent requests a change in program placement.

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The district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the ESL program.

EXIT CRITERIA

A student may not be exited from the ESL program in pre-kindergarten through grade one.

A student is withdrawn from the ESL program if:

- the student withdraws from the district
- the parent requests in writing to remove their child from the program and place their child in a regular English classroom
- The LPAC classifies the student as English proficient at the end of the school year in which he or she demonstrates, in the English language, mastery on the criterion-referenced Texas Assessment of Academic Skills (TAAS).
- A student exited from the program may be re-enrolled if later evidence indicates that the student has inadequate English proficiency and achievement.

MONITORING OF STUDENTS EXITED FROM THE ESL PROGRAM

The Language Proficiency Assessment Committee shall monitor the academic progress of each student who has exited from ESL within the past two years to determine whether the student is academically successful. For determining whether a student who has exited from the program is academically successful, the following criteria shall be used at the end of each school year:

1. The student demonstrates mastery in English of the criterion-referenced Texas Assessment of Academic Skills (TAAS) for the grade level applicable;
2. The student has passing grades in all subjects and courses taken; and
3. The student is not educationally deprived as defined for participation in compensatory education programs.

Those students who are not academically successful shall be classified as Limited English Proficient (LEP), and shall be recommended for participation in the ESL program, compensatory education, or other program, which addresses their needs.

DOCUMENTATION

LEP students' permanent records shall contain documentation impacting their educational program. This documentation shall include:

1. Home Language Survey
2. The identification of the student as LEP: proof of a qualifying score on the individual Oral Proficiency Test (IDEAS) and/or qualifying scores in the English reading and English language arts sections of the Texas Assessment of Academic Skills Tests (TAAS). The official scores must be documented in the student's records.
3. The designation of the student's level of language proficiency.
4. Written documentation of the recommendation for placement by the LPAC.
5. Record of parental approval to place the LEP student in the ESL program. This record must include parent's signature. Parental denial, if applicable.
6. The dates of entry into placement within the program.
7. Written documentation of the annual review and recommendation of the LPAC.
8. Proof that a student is provided instruction in ESL by staff on permit or certified in ESL for the amount of time accorded to English language arts in the regular instructional program.
9. The date of exit from the program and parent notification, if applicable.
10. The results of monitoring academic success.

PROGRAM ORGANIZATION

The English as a Second Language (ESL) program shall be an intensive program of instruction designed to develop proficiency in comprehension, speaking, reading, and writing in the English language. The curriculum will meet State Board requirements and will address the affective, linguistic, and cognitive needs of all LEP students. Staff trained in recognizing and dealing with language differences will deliver instruction.

The amount of instruction provided in ESL shall be commensurate with the student's level of English proficiency and level of academic achievement. The student's level of English proficiency and academic achievement level shall be determined by the Language Proficiency Assessment Committee after careful review of appropriate data. The committee may recommend the amount of time the student should receive ESL instruction.

In subjects such as art, music, and physical education, LEP student will participate fully with English-speaking students in regular classes. LEP students will also be provided a meaningful opportunity to participate fully with other students in all extra-curricular activities.

ESL strategies may be provided in any other courses or electives required for promotion or graduation to assist the LEP students to master the essential knowledge and skills for the required subjects.

The ESL program shall be located in the regular public schools of the district rather than in separate facilities.

Students enrolled in ESL shall be placed in classes with other students of approximately the same age and level of educational attainment. The school district shall ensure that the instruction given each student is appropriate to his or her level of educational attainment, and the district shall keep adequate records of the educational level and progress of each student enrolled in the program.

The ESL program shall be provided to every LEP student with parental approval until such time the student meets exit criteria or graduates from high school.

STAFF DEVELOPMENT

Phoenix Charter School endorses the position that quality staff development cannot be overemphasized. Phoenix Charter School will ensure that all designated ESL teachers receive on-going, in depth staff development in language instruction designed to meet the affective, cognitive, and linguistic needs of all ESL students.

PARENT AND COMMUNITY INVOLVEMENT

Phoenix Charter School embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. Parents will receive information related to program objectives and activities through this program description, updates, newsletters, parent involvement activities, and program activities.

Parents and community members are invited to be a part of the Language Proficiency Assessment Committee (LPAC) as well as the district's site-based decision committee

STATE COMPENSATORY EDUCATION

PHOENIX CHARTER SCHOOL POSITION STATEMENT

In accordance with Texas Education Code Sec. 39.023 Phoenix Charter School will provide an intensive program of instruction for students not performing satisfactorily on a state assessment instrument (Texas Primary Reading Inventory / Texas Assessment of Academic Skills), or students who are at risk of dropping out of school.

Definition

At-Risk Students Grades Pre-k – 6

1. Did not perform satisfactorily on a readiness test or assessment instrument administered at the beginning of the school year.
2. Did not perform satisfactorily on a state assessment instrument.
3. Is a student of limited English proficiency.
4. Is sexually, physically, or psychologically abused.
5. Engages in delinquent conduct, as defined in Family Code 51.03(a).

6. Resides in a residential placement facility within the District, but whose parent or legal guardian does not reside within the District.

At-Risk Students Grades 7 – 12

1. Was not advanced from one grade level to the next in two or more school years.
2. Is two or more years below grade level in reading or mathematics skills.
3. Did not maintain an average of 70 in two or more courses in any semester, including the current semester and are not expected to graduate within four years after beginning ninth grade.
4. Did not perform satisfactorily on one or more sections on the state assessment instrument.
5. Is pregnant or is a parent.
6. Resides in a residential placement facility within the District, but whose parent or legal guardian does not reside within the District.

Education Code 29.081

Goals for Compensatory Education

1. To accelerate student learning so that he / she is performing at grade level by the conclusion of the next school term.
2. Provide students the opportunity to recapture skills and credits missed.
3. Design and implement services based on student performance data.
4. Annually review progress of each student identified as at risk.

Guidelines for Compensatory Education

4. Student Identification

- A) Students that fail the reading, writing, or math portion of the TAAS test will receive compensatory services.
- B) Students that do not perform satisfactorily on the Texas Primary Reading Inventory will receive compensatory services.

- C) Students that meet the state standards for an at-risk student under Texas Education Code SEC 29.081 will receive compensatory services.

5. Student Evaluation

Phoenix Charter School will annually evaluate the progress of students receiving compensatory education services in the areas of state assessment tests, classroom grades, and student conduct. (See student at-risk evaluation form).

The annual evaluation will be reviewed by the Campus Student Support Team (SST) to determine services for the upcoming school year.

6. Program Evaluation

Compensatory Education services will be evaluated annually. This evaluation will consider student improvement gathered via the student At-Risk Evaluation form and the annual Special Programs Survey.

Program Organization

Phoenix Charter School offers a continuum of services for students in grades Pre-K – 12 that qualify for Compensatory Education Services.

1) Computer Lab (grades Pre-K – 12)

Elementary students (grades Pre-K – 4) receive computer lab time on a weekly basis. The lab concentrates on skills in reading, writing, and math.

Middle School students (grades 5 – 8) are scheduled computer lab time once a week for instruction as well as on an as needed basis by their teachers.

2) Tutoring (grades Pre-K – 12)

Teachers will offer tutoring during the school day and either before or after the school day. Teachers should be contacted to establish mutually convenient times.

5) In-School Suspension (ISS)

An in school suspension program designed to provide disciplinary services in lieu of out of school suspension.

7) Pre-Kindergarten Aide

An aide is in the Pre-Kindergarten class in addition to the certified teacher.

8) **Auxiliary services (grades Pre-K – 12)**

Phoenix Charter School provides a Library Aide and a part-time Nurse to meet the needs of the students. A part-time Librarian and Counselor are included in the plans for campus improvement.

Staff Development

Phoenix Charter School will ensure that teachers receive staff development on strategies to motivate and remediate student performance.

Parent and Community Involvement

Phoenix Charter School embraces the concept that the education of students is a partnership with parents and community. Parents must receive information related to program objectives and activities, which support the school process.

Parents and Community members are invited to be part of Phoenix Charter School Site-Based Decision Committee. District / Campus Improvement plans will address the needs of At-Risk students.

DYSLEXIA AND RELATED DISORDERS

**PHOENIX CHARTER SCHOOL
POSITION STATEMENT**

In accordance with Texas Education Code Sec. 38.003 , Phoenix Charter School will provide a program for the educational development of students who are identified as Dyslexic. Phoenix Charter School recognizes that students identified as Dyslexic can come from all races, socioeconomic groups, geographical locales, and environment.

Definition

The Texas Education Code (Sec. 38.003) states that:

7. "Dyslexic" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
8. "Related Disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Goals for Educating the Dyslexic Student

1. Identify, screen, and test all students that exhibit dyslexia and related disorder tendencies.
2. Provide a comprehensive dyslexia program to serve students in grades K – current grade (eventually through 12th grade) who have been identified as having dyslexia or related disorder.
3. Teachers on each campus will be trained in instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components.

Guidelines for Dyslexia Program

1) Student Identification

- A) **Referral Procedure** – Students may be referred for Dyslexia screening by a professional staff member, family member, or self. Referrals should be made to the Campus Principal on a 504 Co-Op Student Referral Form. Under the comment section write “Dyslexia Screening Requested”.

Before an identification or assessment procedure is used selectively with an individual student, Phoenix Charter School shall notify the student’s parent or guardian.

Note: All Dyslexia Screenings will be simultaneously referred under section 504 of the Rehabilitation Act of 1973.

- B) **Screening Procedure** – Information will be gathered from cumulative folders, teachers and parents via the 504 referral process.

A qualified test administrator will conduct Dyslexia Assessment Tests.

Screening procedures will be completed within 30 days of receipt of parent consent form.

- C) **Placement Procedures** – After screening procedures are complete a 504 Campus Referral Committee Meeting will be scheduled within 15 days.

Campus Principal, Counselor, Teacher, and Parent will be invited to attend. Other individuals as needed will also be permitted to attend.

The Committee will consider all information and determine if an educational need exist. If an educational need is found to exist the Committee will make recommendations concerning modifications, placement, and/or further testing.

- D) **Re-Evaluation / Exit Procedures** – Students will be re-evaluated on an annual basis. The Committee will consider updated information from cumulative folders, teachers, and parents. Students will be exited when it is determined that there is no longer an Educational Need.

Program Organization

Phoenix Charter School offers a continuum of services for a student diagnosed as having Dyslexia or Related Disorder. Options consist of:

A) Classroom Modifications

Classroom modifications could be used in all or specified classes in the areas of Pacing, Methods, or Materials.

B) Multi-Sensory Reading Program

The Herman Method for Reversing Reading Failure is a remedial reading, writing, and spelling curriculum designed for dyslexic students. It evolved from the Orton-Gillingham approach and maintains the integrity of the original model: use of kinesthetic and tactile input while teaching a phonetic, structured, sequential reading curriculum.

C) TAAS Accommodations

A student who is identified as having dyslexia or related disorders is not exempt for the Texas Assessment of Academic Skills (TAAS) test. However, the following procedures may be used during test administration if they are used regularly throughout the school year as part of the student's accommodation plan:

- oral examinations (math only)
- additional time
- materials or technology necessary for the student to demonstrate mastery of the competencies the assessment instruments are designed to measure (such as using a word processor during the writing portion of the TAAS)

Staff Development

Phoenix Charter School will ensure that a teacher on campus is trained in instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components.

Phoenix Charter School is currently providing teacher training in the Herman Method for Reversing Reading Failure.

Parent and Community Involvement

Phoenix Charter School embraces the concept that the education of students is a partnership with parents and community. Parents must receive information related to program objectives and activities, which support the school process.

Parents and Community members are invited to be part of Phoenix Charter School Site-Based Decision Committee. District / Campus Improvement plans will address the needs of the Dyslexic Student.

Parents are involved in every phase of the Dyslexia Program, including referral, screening, and placement.

G/T A PROGRAM FOR GIFTED AND TALENTED STUDENTS

PHOENIX CHARTER SCHOOL POSITION STATEMENT

In accordance with The Texas State Plan for the Education of Gifted/Talented Students and with the support of the Region X Education Service Center's Gifted and Talented Cooperative, Phoenix Charter School will provide a program for the educational development of students who are identified as gifted. Phoenix Charter School recognizes that students identified as gifted can come from all races, socioeconomic groups, geographical locales, and environments.

Definition

The Texas Education Code (Sec. 29.121) states that a "gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

An examination of state and regional studies indicates that in a "normal" population of students there will be three to five percent of the students who can be identified as gifted and talented. This constitutes a definite need for a program, which is differentiated and comprehensive in scope.

GOALS for EDUCATING the GIFTED and TALENTED

Phoenix Charter School has developed a comprehensive gifted and talented program to serve students in grades K-12 who exhibit extraordinary talent and capability. The G/T program will determine that:

1. Students are identified who demonstrate exceptional ability or potential to excel in the areas of general intellectual ability, specific subject matter aptitude, and creative/productive thinking.
2. Students are identified to assure that the population of the program for gifted/ talented students reflects the population of the total district.
3. Experiences will be based on a differentiated form of the regular curriculum

so that concepts, themes, and skills are explored in greater depth, complexity, and scope.

4. Parents and community members shall have the opportunity to provide input on the district and campus improvement plans. Those plans will include services for gifted/talented students. Families of identified students will be provided ongoing opportunities to learn about the unique needs of the gifted and talented and strategies used in the school program.
5. Phoenix Charter School teachers and administrators will receive appropriate staff development in the area of gifted education.

GUIDELINES FOR GIFTED/TALENTED (G/T) PROGRAM

STUDENT IDENTIFICATION

The purpose of identification is to determine which students will benefit from the services provided in the program for gifted/talented students. For each student nominated for identification, the district selection committee reviews the district's written, board-approved definition of giftedness, as well as the results of any data gathered about the student's abilities, and then determines the student's appropriate educational placement. Phoenix Charter School mandates that the following procedures will ensure that students from all populations in the district have access to services designed for gifted students.

- Identification provides for ongoing screening and selection of nominated students based on multiple criteria. These criteria must include both objective and subjective assessments.
- Under certain conditions, subjective information is a more appropriate basis for identification than objective information. It may be necessary for the selection committee to make placement decisions based on perceived educational need rather than a specific cut-off score.
- Consideration must be given to assure that the following groups have not been overlooked during the identification process:
 - gender or minority group students
 - culturally different students
 - disabled students
 - economically disadvantaged students
 - students who displays various types of classroom behavior, such as disruptiveness, extreme shyness, excessively high energy levels, and short attention span.

Nomination Procedures:

- Students may be nominated by any professional staff member, family member, community member, or self.
- Nominations should be on district forms (See Appendix) and given to the

Administrator or his/her designee.

- Nominations are ongoing with identification taking place once per year.

Assessment Procedures:

All nominated students will be assessed by each of the criteria on the Identification Matrix. Appropriate Phoenix Charter School personnel will transfer actual score data to equally weighted point values using the Identification Matrix (See Appendix).

Subjective Assessment:

- Classroom teacher will complete the Teacher Rating Scale (See Appendix).
- Classroom teacher will administer the Standardized Lesson.

Objective Assessment:

- A mental abilities test will be administered.
Test of Non-Verbal Intelligence-3 (TONI-3) or
Otis-Lennon School Ability
- A norm-referenced achievement test will be administered.
Wide Range Achievement Test-3 (WRAT-3)
- End of Course Test and or TAAS Test will be considered

Selection Procedures:

The selection process is planned and conducted by a committee of professional educators involved in the program. The Phoenix Charter School selection committee for the district will be composed of the campus principal, campus G/T teacher, and other teachers who are all knowledgeable of the needs and potential of gifted/talented students and familiar with the state guidelines. The G/T coordinator will present information. The campus G/T selection committee must meet to determine placement or non-placement for each nominated and assessed student.

- *Using a total score of 15 points from the Identification Matrix, students will be placed in the program as gifted.
- *The campus G/T selection committee should make professional decisions, if necessary, on student placement to ensure equity of opportunity for all students rather than adhering rigidly to a fixed cut-off score.

Placement Procedures:

- When final placement decisions have been completed by the campus G/T

committee, parents shall be notified by letter of their child's placement or non-placement in the G/T program.

- Participation in the G/T program is voluntary on the part of the student and requires written permission of parents or legal guardians (See Appendix).

Student Transfers:

A student who has been verified by telephone and/or mail as an identified gifted/talented student in another school district will be "temporarily" placed in the G/T program pending assessment using the same criteria as other students at his/her grade level.

Parents will be notified by letter regarding the status of their child's assessment/placement.

Continuance Procedures:

Students identified as gifted and placed in the G/T program will be reviewed annually by the program teacher. These students will continue in the G/T program in subsequent years unless EXIT procedures have been taken.

Exit Procedures:

Recommendations to consider exiting a student from the program may be made by a teacher, counselor, administrator, parent, or the student. Exiting a student from the G/T program must be based on multiple criteria relating to the student's performance in their program. This criteria should include data such as observed behavior changes, changes in performance, indications of stress, or for other reasons in the best interest of the student. The exit procedure is a three-step process as outlined below:

Step 1: Conference with student (parent will be notified).

Step 2: Conference with student and parent.

Step 3: Exit conference involving campus G/T committee, parent, and student.

The following occurrences will move a student into Step 1 of the EXIT procedure:

*Failure to maintain an average of 88 in the core subjects (language arts, math, science, social studies/history).

*Failure to comply with behavioral expectations listed in the district' Student Code of Conduct.

*Failed any portion of TAAS.

Re-entry Procedure:

If a student has been exited by the school through the Exit procedure as outlined previously, he/she may re-enter by re-qualifying in the identification process after one full academic year has elapsed.

Furloughs:

A student in the G/T program may request a "furlough" from the program. The request must be in writing and shall specify the reasons and a specific period of time for which the request is written. The request will be reviewed by the campus identification committee. After reviewing the request and making a decision, the committee will notify the Student and parents in writing regarding the status of the request and, if granted, for what period of time.

Appeals Procedures:

The Phoenix Charter School District Review Committee is composed of the counselor, the campus administrator who is not involved in the appeal, and a G/T teacher on the campus not involved in the appeal. It is the purpose of the Phoenix Charter School District Review Committee to hear appeals of the decisions made by campus selection or exit committees concerning the results of the identification or exiting procedures. The District Review Committee is the only authority to allow deviation from the written criteria for G/T program entry or exit. The person initiating the appeal process may do so according to the following guidelines:

1. The person initiating the appeal will request, complete, and return the Appeals Form (See Appendix) to the campus administrator.
2. **Within 10 school days** after receipt of the appeals form, the District Review Committee will convene to consider the appeal. The campus administrator where the appeal is filed will present the information to the committee. The parent may choose to appear personally before this committee, or the appeal may be submitted in writing. The parent must be notified in writing concerning the time and place of the meeting.
3. Once the written request for appeal has been received, the campus administrator will submit the appeals form to the administrator on the review committee and will request support materials and data from the campus principal.
4. **Within 10 school days** after the appeal meeting, the District Review Committee will respond in writing about the decision reached concerning the appeal.
5. After the above process has been exhausted, further questions regarding identification or exiting should be directed to the superintendent.

PROGRAM ORGANIZATION

Selections of appropriate organizational patterns are an essential part of the G/T program planning. Three basic elements of enrichment are necessary in a comprehensive program: grouping, acceleration, and guidance. In compliance with *The Texas State Plan and Guidelines for the Education of the Gifted and Talented* (TEA, 1990), Phoenix Charter School supports three guiding principles and criteria for program organization:

*Program organizational patterns that are developed to serve gifted students are compatible with the district's philosophy, goals, and objectives as reflected in the district and campus improvement plans.

*Program organizational patterns, which are developed, promote differentiated learning experiences for gifted students.

*Program organizational patterns will include in-school and, when possible, out-of-school options relevant to the student's area of strength during the entire school year.

In summary, the program organization must meet the unique needs of the G/T student and provide opportunities for the gifted students to work together as a group, to work with other regular education students, and to work alone. In order to accomplish its goals, the G/T program often relies on organizational or administrative patterns, which are markedly different from those used in other district programs.

The following listing provides information about different organizational patterns, which are used to meet the needs of gifted students in Phoenix Charter School.

Grades K-8: Cluster Group and Pull-Out

Phoenix Charter School Elementary and Middle School provides GT services to students in K-8 through Mathematics, and Language Arts. The students will utilize critical thinking, creative thinking, and problem solving skills. The teachers will provide more advanced, in-depth instruction, plan group activities, develop student projects and allow students to share products with the entire class. Students will be provided the opportunities to participate in out-of-school activities such as:

- UIL Competition
- Science Fair
- Regional Science Fair
- Fantasy in Flight
- Selected Field Trips

By having gifted students work in a group or individually, services will be provided which are challenging, interesting and motivating.

Grades K-4:

Students identified at each grade level will be assigned to the same G/T teacher for instruction. At specific times students will meet with other grade levels to work on group projects. This type of arrangement implies that gifted students in a regular class will be working both individually and in a group with other gifted students during the class period.

*The G/T teacher works with the G/T students and other classroom teachers at various times in order to provide more advanced, in-depth instruction, plan group activities, develop student projects, and to determine student progress.

*Cluster grouping offers students the opportunity to develop differentiated products which can be shared with the entire class.

Grades 5-8:

Gifted students in grades 5 - 8 will be served through their mathematics and language arts classes. The strategies and techniques used will include lesson compacting and contracts, the utilization of critical thinking, creative thinking, and problem solving.

NOTE:

Students in grades K through 8 will also be pulled out a minimum of two (2) days each semester to work with other identified gifted students on their campus.

*The pull-out program will allow students to focus upon developing projects of their own interest as well as benefit from experimental and innovative options such as Future Problem Solving, Talent Searches, and Odyssey of the Mind.

*By having these gifted students work in a group or individually, services will be

provided which are challenging, interesting, and motivating, and will meet the exceptional ability of learners in the G/T program.

grades 9 -12:

Phoenix Charter High School provides services for the gifted/talented students through advanced classes and Language Arts. Students also have the opportunity to participate in special interest groups as part of, or separate from, these classes.

Students may take and receive credit on advanced placement examinations (19 TAC, 75.172), and credit by examination (TAC, 75.166).

In order to facilitate both in- and out-of-school experiences, students will be expected to participate in at least one out-of-school program in their areas of strength approved by the G/T teacher. These may include:

- UIL Academic Competition
- SAT and ACT preparation
- Science Fair
- Community Service Project
- National History Day Competition
- Other Approved Activities
- Selected Field Trips

STAFF DEVELOPMENT

Phoenix Charter School endorses the position that quality staff development cannot be overemphasized. There are two major principles and criteria for staff development in the area of gifted education:

*Administrative and supervisory staff members support gifted/talented education through providing the leadership and resources for effective staff development.

A need for an ongoing, in-depth program for staff development in gifted/talented education is recognized in Phoenix Charter School ISD.

Administrators and counselors who have authority for program decisions must have a minimum of 6 hours of professional development which include nature and needs of gifted/talented students and program options.

*Phoenix Charter School will ensure that all designated G/T teachers receive a

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

Because students will be arriving from various schools, including private schools and home schools, with scores from an assortment of testing instruments, or possibly no scores at all, the following definition, in keeping with the Texas Education Code, Section 29.081 (d) (1)(D) or (2) (A) and (B) definition has been adopted: "at risk" students will be identified by a score below 50% in any subtest on a nationally norm referenced standardized achievement test, or the TAAS test, or a released TAAS test, or the Texas Primary Reading Inventory, or any other state approved diagnostic test.

The report *Champions of Change: The Impact of Arts on Learning* commissioned by the President's Committee on the Arts and Humanities cooperatively with the Arts Education Partnership was compiled from recent research studies. "An examination of an educational arts partnership in some Chicago public schools is credited with helping to improve reading and math scores among some of the city's poorest students." (ATPE News, Spring 2000). The arts were found to be a greater factor in student improvement than socioeconomic levels.

The fine arts program draws in even hard-to-reach students, causing them to become engaged in school as a whole, while providing new and unlimited challenges for those students already considered successful. The arts connect students to themselves and others, and the student code of conduct is based on mutual respect for one's self and others.

Staff members attempt to engage students in the school day, thus, increasing attendance rates, decreasing drop-out rates and discipline problems, leading to increased student success and beginning a cycle of learning and avoiding or breaking a cycle of failure. Students can become "at risk" because they are unable to connect with school or conventional classroom practices. According to the *Champions for Change* study, researchers have found that "Young people who are disengaged from schools...are at the greatest risk of failure or harm. These "problem" students often become high achievers in arts learning settings...arts provided the reason, and sometimes the only reason, for being engaged with school or other organizations." Success in the arts created a bridge to other learning for students, many of whom would have been without access to a community of learners. See also Special Programs Handbook submitted as Exhibit "EE."

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

1. Describe the programs planned for the charter school.

Extracurricular Activities

Students will have after school opportunities that will grow appropriately as the school adds grade levels, e.g. athletics, National Junior Honor Society, National Honor Society, etc. Plans for 2000-2001 include:

- Math Club, Young Authors, Destination Imagination (Odyssey of the Mind), Tech Club, Art Club, Band and Choir.
- UIL competitions.
- Regular assemblies with civic themes such as Veteran's Day, Texas history and Greenville heritage are scheduled with local citizens and community leaders who remind students of their heritage and civic responsibilities.
- Fire Safety Week with local fire departments and Gun Safety Week using the Eddie Eagle curriculum.

- School-wide conflict resolution program using Kelso the Frog curriculum presented in a school-wide assembly and reinforced in the individual classrooms.

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

- The Boles I.S.D. Environmental Center will figure prominently in the hands-on science lesson plans.
- The Phoenix School students participate with community organizations, such as Clean Greenville for Arbor Day activities and Drug Free Greenville for Red Ribbon Week and Walkopoly.
- The Phoenix School sponsors athletic teams for younger players at the YMCA. Students are actively involved with the scout troop meeting in Phoenix facilities. Phoenix School Scouts are involved in maintaining the wildscape and nature trail.
- Students, parents, and teachers come together to design and decorate a float for the city-wide Christmas parade.
- Because of the frequent inclusion of outside activities in teachers' lesson plans and the unique outdoor facilities, the Phoenix School participates in National Wildlife Federation's International School Grounds Day and is recognized on the web-site. The wildscape is also registered with the National Wildlife Federation.
- Students perform community service through the St. Jude's Hospital for Children's Math-a-thon and Drug Free Greenville's Walkopoly.
- The Phoenix School has been adopted by Super 1 Food store.
- Phoenix School participates in the Wal-Mart Teacher of the Year Program. Phoenix School teacher, Jan Kaden, the award for 1999-2000.
- The Phoenix School receives kindergarten level books twice yearly from a consortium of local businesses coordinated by Fidelity Associates: Holiday Inn, Lane Real Estate, LPL Financial Services, Presbyterian Hospital, Allstate Insurance (Pete Haayen Agency).
- Parenting Classes are offered on campus by local therapist, Denise Cook, M.Ed., LPC, RPT.
- In-service opportunities supplied by Dr. Ball of Texas A & M Commerce Psychoeducational Clinic.

J. Student Assessment

NOTE: All students are required to participate in the Texas Assessment of Academic Skills (TAAS) exams to the same extent as required while in attendance in an independent school district in Texas.

- 1. Describe your plan to assess individual student performance in the core academic areas. Include the process to determine the baseline of achievement levels of students, the results to be achieved and the methods of measurement to be used.**

The TAAS will be administered. Additionally, Pre- and post-test using nationally norm referenced standardized assessment as indicators of student performance.

- 2. Describe the methods to identify the educational strengths and needs of individual students and the extent to which educational goals and performance standards are being met.**

Administration of previously released TAAS tests will be scored by Par Soft and used as benchmarks. Six weeks tests aligned with the TEKS will also be used as indicators of student achievement along with student portfolios and teacher observations.

- 3. Describe how student evaluation results will be used by the school to improve instructional programs.**

Student data from standardized achievement tests will be disaggregated and used to address educational needs of students. Parents will be informed of results and kept apprised of any strategies used to improve their individual student's scores. Tutorials will be set in place for students requiring remediation. There will be a formal process after reviewing AEIS data where goals objectives and programming data will be used to develop campus plan.

D. ATTACHMENTS (limit to 50 pages)

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

The Phoenix School Art Program Taught by David Cheney



2nd Grade

3rd Grade



3rd Grade



Appendix I

00083



3rd Grade



3rd Grade

Appendix I

00084

72 75

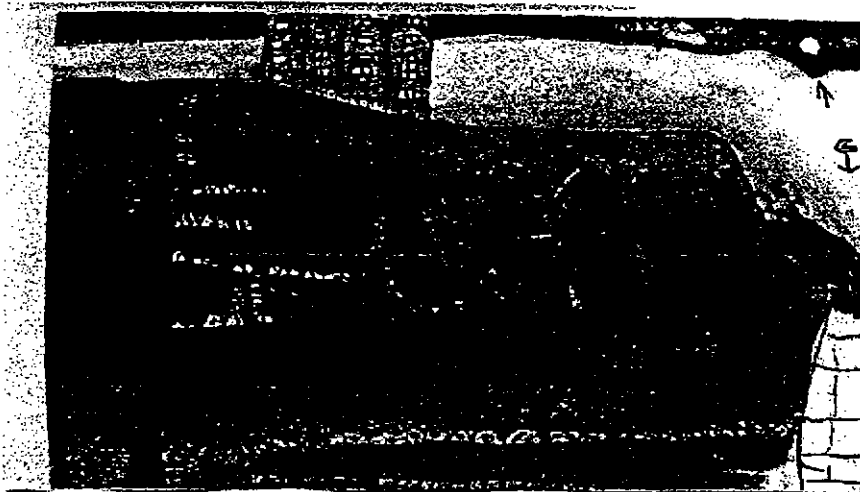
2nd Grade



4th Grade



Kindergarten



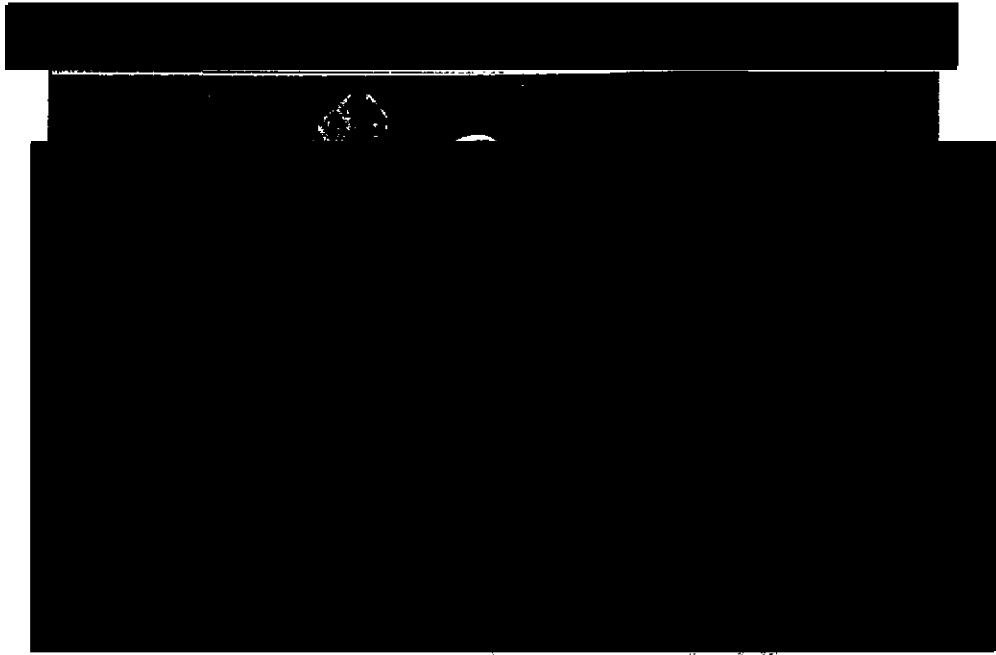
Appendix I

00085

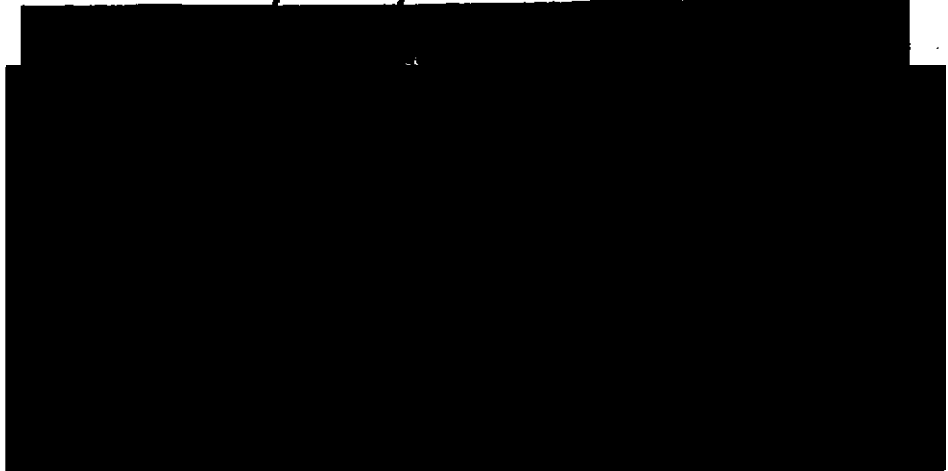
79 76

1999 Christmas Musical Comedy

Theater Arts Teacher
Renea Powell



2nd, 3rd, & 4th Grade



Appendix I

00086

80 177

State questions alignment of schools

By Milton Babb
Herald Banner Staff

Although the Phoenix School and Boles Independent School District both assert that everything will continue to operate as normal at the Greenville charter school, this week's Attorney General opinion may require a quick clarification of their new relationship.

Attorney General John Cornyn's office issued an opinion Monday that "The Boles Independent School District may not operate the Phoenix Campus, a school outside the district's geographic boundaries."

In fact, the Texas Education Agency (TEA) had already addressed the relationship between the two entities in a TEA board meeting last November.

At that time Phoenix was advised to sponsor its own charter as a 501(c)3 organization rather than Boles ISD acting as the sponsor. Under that recommendation, Boles ISD would provide management and education services to Phoenix on a fee basis.

Attorney Jim Thompson is senior counsel for the TEA and someone very familiar with the background of the situation.

"The effect of the AG opinion is that it is now clear that the current arrangement where Phoenix is under the control of Boles ISD is not authorized, so they are going to be under some pressure to finalize the agreement started in November," Thompson said.

"The open enrollment charter was granted to Phoenix with the provision that they follow that recommen-

Friday, Jan. 26, 2001

Classified AdsA14-16
FriendsA6
ComicsA11
OpinionA4
Vol. 107, Number 26 - 18 Pages

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"The effect of the AG opinion is that it is now clear that the current arrangement where Phoenix is under the control of Boles ISD is not authorized, so they are going to be under some pressure to finalize the agreement started in November," Thompson said.

"The open enrollment charter was granted to Phoenix with the provision that they follow that recommendation. Now they must demonstrate that it is Phoenix itself that holds the charter and is truly running it. They need to finalize a contract with Boles ISD," Thompson added.

Susan Barnes, managing director of the charter school division at TEA, also commented on the situation at Phoenix.

"This was the first time that an independent school district sought to be the sponsoring entity and to receive a charter for a school outside their geographic area. The TEA board liked their proposal — once legal contingencies could be worked out, where Phoenix would function as a 501(c)3 and Boles provide services for a management fee," Barnes said.



Rivalry renewed

Texas A&M-Commerce host rival Abilene Christian in baseball header tonight. Sports, Page 7

State opinion bars Boles ISD running Phoenix

By Milton Babb
Herald Banner Staff

The Boles Independent School District has been barred from operating the Phoenix School, according to a Texas Attorney General's opinion issued Monday and received locally Wednesday.

The opinion summary, as issued by Attorney General John Cornyn, states: "The Boles Independent School District may not operate the Phoenix Campus, a school outside the district's geographic boundaries."

Boles ISD Superintendent Graham Sweeney expressed disappointment in the ruling, which overturned an earlier opinion by the Texas Education Agency.

Sweeney and Phoenix School principal Vicky Glasscock said that although the ruling will require changes in the relationship between Phoenix and Boles ISD, that the school will continue to operate as normal.

The Phoenix School operated as a private school from 1986 until it began serving as a Boles ISD elementary campus last August 9. At that time, Sweeney described the arrangement as "win/win situation."

Glasscock said the charter for Phoenix to operate as a public school was drawn up with this contingency in mind.

"We will remain a public school and remain tuition-free for our elementary classes. Our funding will come from the state based on average daily attendance. The pre-school on the same campus will continue to operate as a private pre-school as a convenience for our parents," Glasscock said.

The Attorney General opinion centered in part on what authority prevailed. The Phoenix School was operating as a satellite campus within another school district's bound-

"We are ... very disappointed that something very creative and successful will not be allowed to continue in the form we now have."

—Graham Sweeney
Boles ISD Superintendent

ary, that of the Greenville Independent School District.

The Texas Education Agency had taken the position that since state law did not specifically preclude operating a school outside its geographic boundaries, that Boles ISD could operate Phoenix.

But the opinion from the Attorney General's office cited case law that suggested that a school district "only possesses the powers expressly conferred on it by law or necessarily implied from the powers so conferred."

They quoted from other court cases that defined the term "district" to mean a specific geographic area, and said "These authorities lend credence to the principle that, unless the legislature clearly indicates otherwise, a public school 'of the district' should be construed to mean a public school within a school district's geographic boundaries."

"This will not affect day-to-day operations," Sweeney said, explaining that an arrangement will be made in which Phoenix will operate as an independent charter school with See State/Page A7

Jan 25 2001

Wednesday, April 5, 2000
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 FriendsA8-7
 ComicsA8
 OpinionA4
 Vol. 198, Number 28 • 24 Pages



Diamond defeats

The Lions are edged by Sulphur Springs while the Lady Lions fall to Mount Pleasant in Tuesday games. Sports, Page A11.



Good Morning!

Sunny, windy and warmer with the high in the low 80s and the overnight low in the upper 50s. Weather, Page A9

Greenville Herald Banner

Greenville, Texas 75401 (903) 455-4220 Price — 50¢

SCHOOLS plan improvement partnership

Phoenix seeks status change; Boles ISD to provide resources

By Charles Clayton
Herald Banner Staff

Greenville's Phoenix School and the Boles Independent School District recently announced a private school/public school partnership which may become the first of its kind in the nation.

Vickie Glasscock, Phoenix administrator, said the school is seeking special Charter School status from the Texas Board of Education. If approved, Phoenix will be eligible for state funding; thus eliminating the requirement for tuition from its student population.

A Charter School is described as an independently managed public school that combines the freedom to innovate in educational and administrative practices with the competitive impetus of parental choice.

"The partnership will allow us to continue to offer the best education possible for our children and at the same time serve a very special need in our community," Glasscock explained.

She said should the plan be approved, Phoenix School "will continue with its same educational philosophy of making knowledge practical, but will have the resources of Boles ISD behind us."

The Phoenix School Board would exist as a site based decision making advisor committee under the arrangement and have the responsibility of determining the school's direction.

"Our plans are to reside amiably alongside the Greenville Independent School District. Not as competition but as a complementary service," she added.

The name would change from Phoenix School to Phoenix Charter School. According to Glasscock, its

mission would be to serve children from Hunt and surrounding counties with a full complement of core academic subjects and enrichment activities, including foreign language, computer and fine arts.

The school would be available for open enrollment and "at risk" students, she added.

Glasscock said the school would serve approximately 100-200 children in grades pre-K through the sixth grade in its first year; add the seventh and eighth grades and double in size in the 2002-2003 school year; and serve pre-K through 12th grades by 2003-2004.

Currently, the Phoenix School program is for age 18 months through the fourth grade. It also offers extended care for mornings, evenings and summer months.

Boles ISD superintendent Dr. Graham Sweeney said this is the first attempt to form a partnership between public and private school systems in Texas and possibly the nation.

"The educational strengths and expertise of the public system combined with the unique ability of the private system to adapt to the special needs of their student population will produce the best possible educational environment for all concerned," Sweeney said.

Glasscock said Phoenix School must have its application submitted to the Texas Education Agency by April 14. Scores from the school's review should be compiled by April 25 or 26 and they should be informed of a decision on the application during the first week of May.

"The charter school will allow Phoenix School to do an equal or better job of offering families of our community a choice," Glasscock said.

Juneteenth celebrations to



HOUSTON (AP) — Juneteenth, a Texas celebration of the news of the Emancipation Proclamation reached its shore, is starting to gain momentum in states where slaves received their freedom well before June 1865.

Now some in Texas, where the word of President Abraham Lincoln freeing of the slaves took more than two years to reach, want to see the holiday they view as bigger than the Fourth of July expanded to a national holiday.

2001 - 2002

PUBLIC NOTICE

Phoenix Charter School

“The right choice in education”

Now Enrolling

2001-2002 School Year

Pre-K through 7th Grade

A tuition-free, quality education

Challenging core curriculum

Enrichment classes at all levels

- Art
- Theater
- Music
- Foreign Language
- Computer/Library

Registration Schedule

Monday, June 18th Through

Wednesday, June 20th

8:30am-5:00pm

Please bring birth certificate and social security card to enroll. Please bring a copy of current check stub for Pre-K (4y/o) enrollment.

*The Phoenix School does not discriminate on the basis of race, sex, ethnicity, national origin, religion, disability or the need for special education services or athletic ability.

April 1, 2000

**NOTICE OF INTENT TO APPLY FOR
OPEN-ENROLLMENT CHARTER SCHOOL**

The Boles Independent School District is applying to the State Board of Education for approval to operate an open-enrollment charter school ("charter school") to be located in Hunt County. Charter schools are public schools established by nonprofit organizations, institutions of higher education, or governmental entities. These schools are publicly funded and are free from many state regulations that apply to other public schools. The following descriptive information about the proposed school is being provided for the benefit of the community in which the school would be located if approved:

*Name of the sponsoring entity proposing the charter school: Boles Independent School District

*Chief Executive Officer of the proposed school: Dr. Graham Sweeney, Boles ISD Superintendent

*The Boles ISD Board Members are the same for the proposed school.
The Boles ISD Board Members are:

Ms. Linda Pitts, Board President	
Mrs. Alecia Boyd, Secretary	Mr. Mark DeYoung, Vice President
Mr. Mike Domenici	Mr. David Milner
Mr. Tage Ockerstrom	Mr. Gary Pitts

*Board members of the school operating board will operate as a Site Based Decision-Making Advisor Committee. Board members of the school operating board are:

Vicki Glasscock, Administrator	
John McCrary, President	Maxine Thomas, Vice President
Mary Gannaway, Secretary	Lori Olach, Treasurer
Larry McKinney	Marc Coker

*The proposed location of the school is The Phoenix School located at 8501 Jack Finney Blvd., Greenville, TX with two proposed future satellite sites.

*Brief description of the school:

The Phoenix Charter School will be, like its predecessor The Phoenix School, an educational institution committed to personalized instruction—one that helps each child develop to his or her full potential in an atmosphere where knowledge can thrive.

The Phoenix Charter School will enhance what the Phoenix School began by offering Greenville and the surrounding areas with an outstanding educational program. The school is housed in two buildings on seven beautiful acres. Certified and highly trained teachers instruct students in a cheerful setting of enthusiasm and excitement. At the same time they develop the academic skills needed to insure a future of success, students experience activities that are carefully matched to their age, interest and abilities.

The Phoenix Charter School will serve children from Hunt and surrounding counties with a full complement of core academic subjects and enrichment activities, including foreign language, computer, and fine arts. The school will continue to enhance its far-reaching and an excellent reputation for early childhood and elementary schools. The teachers are known to be caring and extremely competent. For 13 years the Phoenix School has been the creative alternative in Greenville, and it will continue to build on that foundation as a Texas Charter School.

The Phoenix Charter School, for the first year, will serve approximately 100-200 children in grades Pre-K through 6th. In the school year 2002-2003 the school will add 7th and 8th grades and should double in size. It is anticipated that by the 2003-2004 school year Phoenix will have approximately 400-800 students and will serve grades Pre-K through 12th.

*Opening date if approved: August 1, 2001

The State Board of Education invites comments about any aspect of the proposed school or its sponsoring entity. Comments must be communicated in the form of a signed letter directed to the State Board of Education. Only letters specifically addressing a proposed school will be considered by the board. Letters may be sent to the following address: Texas Education Agency, Division of Charter Schools, 1701 N. Congress, Austin, Texas 78701.

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The State of Texas

Secretary of State

CERTIFICATE OF INCORPORATION

OF

THE PHOENIX SCHOOL
CHARTER NUMBER 01002911

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

ACCORDINGLY THE UNDERSIGNED, AS SUCH SECRETARY OF STATE, AND BY VIRTUE OF THE AUTHORITY VESTED IN THE SECRETARY BY LAW, HEREBY ISSUES THIS CERTIFICATE OF INCORPORATION AND ATTACHES HERETO A COPY OF THE ARTICLES OF INCORPORATION.

DATED JULY 3, 1986

EXHIBIT A2



W. Daniel

00092

Secretary of State

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FILED
In the Office of the
Secretary of State of Texas

ARTICLES OF INCORPORATION
OF
THE PHOENIX SCHOOL

JUL 03 1985

Clerk I-C
Corporations Section

We, the undersigned, at least 2 of whom are citizens of the State of Texas, and who are of the age of 18 years or more, acting as incorporators of a corporation under the Texas Nonprofit Corporation Act, do hereby adopt the following Articles of Incorporation for such corporation:

ARTICLE I.

NAME

The name of the corporation is The Phoenix School:

ARTICLE II.

The corporation is a nonprofit corporation.

ARTICLE III.

DURATION

The period of its duration is perpetual.

ARTICLE IV.

PURPOSES

The purposes for which the corporation is organized are:

1. The primary purpose of the corporation is to provide educational instruction to pre-school and school age children by maintaining a regular faculty and curriculum and having a regularly organized body of students in attendance at the place where its educational functions are carried on.

2. Another purpose of the corporation is to provide day-care services and facilities for those children in attendance.

3. Another purpose of the corporation is to provide limited non-denominational religious instruction to those children and students in attendance.

ARTICLE V.

INITIAL REGISTERED OFFICE AND AGENT

The street address of the initial registered office of the corporation is 5308 Windy Hill, Greenville, Texas 75401, and the name of its initial registered agent at such address is Toni Royall.

ARTICLE VI..

BOARD OF DIRECTORS

The number of directors constituting the initial board of directors of the corporation is three, and the names and addresses of the persons who are to serve as the initial directors are:

Toni Royall
5308 Windy Hill
Greenville, Texas 75401

Frank Spindle
202 Royal Oaks Drive
Greenville, Texas 75401

Allen Swanson
803 Cleveland
Greenville, Texas 75401

ARTICLE VII.

00094

INCORPORATORS

The name and street address of each incorporator is:

Toni Royall
5308 Windy Hill
Greenville, Texas 75401

Frank Spindle
202 Royal Oaks Drive
Greenville, Texas 75401

Allen Swanson
803 Cleveland
Greenville, Texas 75401

ARTICLE VIII.

MISCELLANEOUS PROVISIONS

The Phoenix School shall be operated in a way that does not result in accrual of distributable profits, realization of private gain resulting from payment of compensation in excess of a reasonable allowance for salary or other compensation for services rendered, or realization of any other form of private gain.


The bylaws to be adopted by the corporation shall contain provisions requiring a pledge of the corporation's assets for use in performing the organization's educational functions and directing that upon the discontinuance of the corporation by dissolution or otherwise the assets shall be transferred to the State of Texas or to an educational, charitable, religious or other similar organization that is qualified as a charitable organization under Section 501(c)(3), Internal Revenue Code of 1954, as amended.

IN WITNESS WHEREOF, we have hereunto set our hands, on

July 1, 1986.



TONI ROYALL



FRANK SPINDLE



ALLEN SWANSON

00095

EXHIBIT A2

STATE OF TEXAS §

COUNTY OF HUNT §

BEFORE ME, the undersigned authority, on this day personally appeared TONI ROYALL, FRANK SPINDLE and ALLEN SWANSON, who being by me first duly sworn declared that they are the persons whose names are subscribed to the above and foregoing Articles of Incorporation as incorporators, and that the statements and allegations therein contained are true.

In witness whereof, I have hereunto set my hand and seal of office on July 1, 1986.



Brenda Allen
Notary Public, State of Texas

BRENDA ALLEN
NOTARY PUBLIC
HUNT COUNTY, TEXAS

My Commission Expires:

6/5/88

EXHIBIT A2



The State of Texas

SECRETARY OF STATE

CERTIFICATE OF AMENDMENT OF

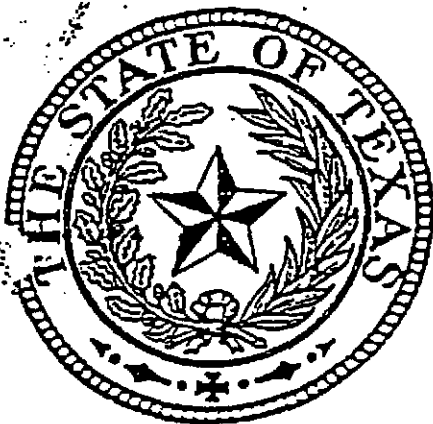
THE PHOENIX SCHOOL

The undersigned, as Secretary of State of the State of Texas, hereby certifies that Articles of Amendment to the Articles of Incorporation of the above corporation duly signed and verified pursuant to the provisions of the Texas Non-Profit Corporation Act, have been received in this Office and are found to conform to law.

ACCORDINGLY the undersigned, as such Secretary of State, and by virtue of the authority vested in the Secretary by law, hereby issues this Certificate of Amendment to the Articles of Incorporation and attaches hereto a copy of the Articles of Amendment.

Dated DECEMBER 19, 1986

Secretary of State



yd

ARTICLES OF AMENDMENT TO THE ARTICLES OF INCORPORATION
OF THE PHOENIX SCHOOL

DEC 19 1986

Pursuant to the provisions of Article 4.03 of the Texas Non-Profit Corporation Act, the undersigned non-profit corporation, The Phoenix School, adopts the following Articles of Amendment to its articles of incorporation.

ARTICLE I

The name of the corporation is The Phoenix School.

ARTICLE II

The following amendment to the Articles of Incorporation was adopted by The Phoenix School of Greenville, Texas, on December 18, 1986, for the purpose of amending Article VIII entitled, "MISCELLANEOUS PROVISIONS", of the original Charter, Charter No. 01.002911-01, to read as follows:

"No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof. No substantial part of the activities of the corporation shall be the carrying on of propoganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code."

"Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located,

EXHIBIT A2

00098

exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes."

ARTICLE III

The amendment was adopted in the following manner:

The amendment was adopted at a meeting of the Board of Directors held on the 18th day of December, 1986, at 2507 Washington Street in the City of Greenville, County of Hunt, State of Texas. All Directors of the corporation were present at the meeting and the amendment was unanimously approved. There are no members of the corporation having voting rights.

Dated this 18th day of December, 1986.

THE PHOENIX SCHOOL

BY: Frank Spindle
FRANK SPINDLE, Its President

AND: Allen Spanson
ALLEN SPANSON, Its Secretary

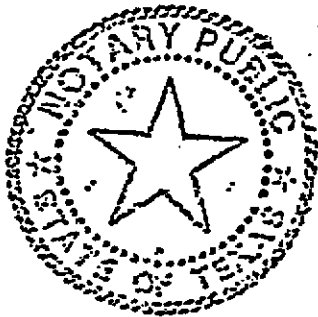
STATE OF TEXAS §

COUNTY OF HUNT §

Before me, a notary public, on this day personally appeared FRANK SPINDLE, known to me to be the person whose name is subscribed to the foregoing document and, being by me first sworn, declared that the statements therein contained are true and correct.

Given under my signature and seal of office this 18th day of December, 1986.

SEAL:



Lavenda Jan Brewer
Notary Public, State of Texas
Lavenda Jan Brewer
Notary Public
Hunt County, Texas
My Commission Expires:
10-14-89

EXHIBIT A2

00099

Frank Spindle
202 Royal Oaks Drive
Greenville, Texas 75401

Allen Swanson
803 Cleveland
Greenville, Texas 75401

ARTICLE VIII.


MISCELLANEOUS PROVISIONS

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The bylaws to be adopted by the corporation shall contain provisions requiring a pledge of the corporation's assets for use in performing the organization's educational functions and directing that upon the discontinuance of the corporation by dissolution or otherwise the assets shall be transferred to the State of Texas or to an educational, charitable, religious or other similar organization that is qualified as a charitable organization under Section 501(c)(3), Internal Revenue Code of 1954, as amended.

IN WITNESS WHEREOF, we have hereunto set our hands, on

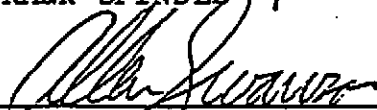
July 1, 1986.



TONI ROYALL



FRANK SPINDLE



ALLEN SWANSON

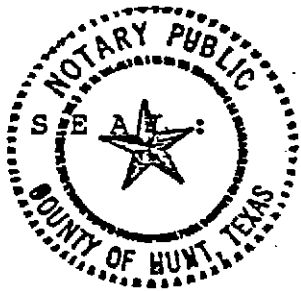
EXHIBIT A2

00100

STATE OF TEXAS §
COUNTY OF HUNT §

BEFORE ME, the undersigned authority, on this day personally appeared TONI ROYALL, FRANK SPINDLE and ALLEN SWANSON, who being by me first duly sworn declared that they are the persons whose names are subscribed to the above and foregoing Articles of Incorporation as incorporators, and that the statements and allegations therein contained are true.

In witness whereof, I have hereunto set my hand and seal of office on July 1, 1986.



Brenda Allen
Notary Public, State of Texas

BRENDA ALLEN
NOTARY PUBLIC
HUNT COUNTY, TEXAS

My Commission Expires:

6/5/89

EXHIBIT A2

00101

Bylaws of The Phoenix School

A Texas Nonprofit Corporation

Article I

Principal Office

- 1.01** The principal offices of the Corporation in the State of Texas shall be located at 8501 Jack Finney Blvd., Greenville, Texas. The Corporation may have such offices either in Texas or elsewhere, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Registered Office and Registered Agent

- 1.02** The Corporation shall comply with the requirements of the Texas Nonprofit Act and maintain a registered office and registered agent in Texas. The registered office may, but need not, be identical with the Corporation's principal office in Texas. The Board of Directors may change the registered office or agent as provided in the Act.

Article II

Member of the Corporation

- 2.01** The Corporation shall have one class of members. The designation of these members and qualifications and rights of these members shall be as follows: The members of the Corporation shall be made up of the Board of Directors. All parents and guardians of children enrolled in any grade, including preschool grades offered by The Phoenix School shall automatically be eligible for status as members of the Corporation. Members shall be required to be nominated by the appropriate parties and shall be voted on by the existing Board members.

Approval of Board Member

- 2.02** The Board shall approve members of the Corporation. An affirmative vote of two-thirds (2/3) of the Board of Directors shall be required for approval. Refusal to approve an application for membership shall never be based upon the applicant's race, color, national origin, sex or religious belief.

Voting Rights

- 2.03** Each member of the Corporation shall be entitled to one vote on each matter submitted to a vote of the Board.

Resolution of Disputes

- 2.04** In any dispute between Board members relating to the activities of the Corporation, all parties involved shall operate in good faith to resolve the dispute. If the parties cannot resolve the dispute between themselves, they shall cooperate to select one or more mediators to resolve the dispute. This paragraph shall apply to a dispute involving the Corporation as a party relating to the sanctioning, suspension, or expulsion of a member from the Corporation. Costs of mediation will not be paid for out of Corporation funds.

Resignation

- 2.05** Any member may resign from the Corporation by submitting a written resignation to the Board Secretary. The resignation need not be accepted by the Corporation to be effective.

Reinstatement

- 2.06** A former member may submit a written request for reinstatement to the Board Secretary. The Board may, by the affirmative vote of two-thirds of the members of the Board, reinstate such former member to membership on such terms, as the Board may deem appropriate.

Transfer of Membership

2.07 Being a member in the Corporation is not transferable or assignable.

Waiver of Interest in Corporation Property

2.08 All real and personal property, including all improvements located on the property, acquired by the Corporation shall be owned by the Corporation. A member shall not have any interest in specific property of the Corporation. Each member hereby expressly waives the right to require partition of all or part of the Corporation's property.

Article III

Meetings of Members

Regular Meetings

3.01 The Corporation shall hold an annual meeting of the members at 5:30 PM on the last Tuesday of May each year or at another time that the members designate. At the annual meeting, the members shall elect Officers of the Corporation, set by resolution the time and place for holding additional regular meetings of the Board, and transact any other business that may come before the meeting. If, in any year, the election of the officers is not held on the day designated for the annual meeting, or at any adjournment of the annual meeting, the President shall call a special meeting of the Board as soon thereafter as possible to conduct the election of officers.

Special Meetings

- 3.02** The President or Secretary, or any three members of the Board may call special meetings of the Board. The person or persons calling a special meeting shall notify the Secretary-Treasurer of the information required to be included in the notice of the meeting. The Secretary shall give notice to the Board of Directors as required in the bylaws.

Place of Meetings

- 3.03** The members may designate any place, either within or without the State of Texas, as the place of meeting for any annual meeting or for any special meeting called by the members. If the members do not designate the place of meeting, the meeting shall be held at 8501 Jack Finney Blvd., Greenville, Texas.

Notice of Meetings

- 3.04** Written notice of any meeting of members, including the annual meeting shall be posted on a bulletin board at a place convenient to the public in the central administrative office of the school. The notice shall state the date, hour, place and subject of the meeting; who called the meeting; and the general purpose or purposes for which the meeting is called. Notice shall be given by or at the direction of the President or Secretary of the Corporation or the members calling the meeting.

Article IV Management of the Corporation

Board of Directors

- 4.01 The Board of Directors shall manage the affairs of the Corporation. All Directors serving shall automatically become members of the Corporation.**

Number and Tenure

- 4.02 The Directorships shall be designated numerically by place. A Director for Place 1 shall hold office for 1 year until the next annual meeting of the members and until his successor shall have been elected and qualified. A Director for Places 2 through 4 shall hold office for a period of 2 years and until his successor shall have been elected and qualified. A Director for places 5 through 7 shall hold office for a period of 3 years and until his successor shall have been elected and qualified. In order for a Director to hold office for longer than his tenure, said Director must have held office previously.**

Nominations and Qualifications

- 4.03 Prior to the annual May meeting the Board shall solicit nominations from the groups specified below (see table 4.03A) for all the Directorship places whose terms are due to expire at the time of the next annual meeting of the members. Each nominating group shall deliver to the Board a resume of each nominee on a form provided by the Board. The nominees shall be subject to the approval of the Board. No employee of the Corporation or a family member may be nominated for, elected to, or serve on the Board. There may be more than one person nominated for each place on the Board. At the annual May meeting of the Board the President shall present to the Board for its vote the slate of nominees chosen according to the foregoing process. The existing Board members shall then vote on the nominees. Existing Board members whose term shall expire before the next annual meeting shall automatically be considered for the next term.**

Table 4.03A

<u>Directorship Place Number</u>	<u>Nominating Group</u>	<u>Tenure</u>
1	Board of Directors	1 Year
2	Teaching Staff	2 Years
3	PTO	2 Years
4	Board of Directors	2 Years
5	Teaching Staff	3 Years
6	PTO	3 Years
7	Board of Directors	3 Years

Duties of the Board of Directors

4.04 The Board of Directors shall exercise ordinary business judgment in managing the affairs of the Corporation. The Board of Directors shall act in good faith and take actions they reasonably believe to be in the best interests of the Corporation and that are not unlawful. In all other instances, the Board of Directors shall not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A member of the Board of Directors shall not be liable if, in the exercise of ordinary care he acts in good faith, or when relying on oral or written financial and legal statements provided by an accountant or attorney retained by the Corporation.

Quorum

4.05 A quorum of the Board of Directors shall consist of not less than four (4) members of the board. No business shall be transacted without a quorum.

Action of the Board of Directors

- 4.06** The Board of Directors shall try to act by consensus. However, the vote of a majority of directors present and voting at a meeting at which a quorum is present shall be sufficient to constitute an act of the members unless the act of a greater number is required by law or bylaws. A member of the board who is present at a meeting and abstains from a vote is considered to be present and voting for the purpose of determining the decision of the Board of Directors.

Vacancies on the Board

- 4.07** The Board of Directors shall fill any vacancy occurring on the Board and any Directorship to be filled by reason of an increase in the number of Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Compensation

- 4.08** Members of the Board of Directors shall not receive salaries for their services but, by resolution of the Board, a fixed sum for expenses of attendance, if any, may be allowed for attendance of any regular or special meeting of the Board.

Sanction, Suspension, or Termination of Directors from the Board

- 4.09** The Board may impose reasonable sanctions on a member, or suspend or expel a member from the Corporation, for good cause after a hearing. Good cause includes a material and serious violation of the Corporation's articles of incorporation, bylaws, or rules of law. The Board may not take any action against a member without giving the member adequate notice and an opportunity to be heard. To be deemed adequate, notice shall be in writing and delivered at least 10 days prior to the hearing. If mailed, the notice shall be sent by registered or certified mail,

(4.09 Continued)

return receipt requested. The member shall have the right to be represented by counsel at and before the hearing. Any sanction, suspension, or expulsion of a member shall be by a vote of the majority of the Board who are present and voting.

Article 5

Officers

Officer Positions

5.01 The officers of the Corporation shall be a President, Vice President, Secretary and Treasurer. The members may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the office of President.

Election and Term of Office

5.02 The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board. If the election of officers is not held at this meeting, the election shall be held soon thereafter as conveniently possible. New offices may be created and filled at any meeting of the Board. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal of and Officer

- 5.03** The members, with or without good cause, may remove any officer elected or appointed by the Board of Directors. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 5.04** The Directors may fill a vacancy in any office for the unexpired portion of the officer's term.

President

- 5.05** The President shall be the chief executive officer of the Corporation. The President shall supervise and control all of the business and affairs of the Corporation. The President shall preside at all meetings of the members. The President may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the President may not execute instruments on the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the members, the bylaws, or statute. The President shall perform other duties prescribed by the members and all duties incident to the office of President.

Vice President

- 5.06** When the President is absent, is unable to act, or refuses to act, the Vice President shall perform the duties of the President. When the Vice President acts in place of the President, the Vice President shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform other duties as assigned by the President or members.

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Secretary

5.07 The Secretary shall:

- (a) Give all notices as provided in the bylaws or as required by law.
- (b) Take minutes of the meetings of the members and keep the minutes as part of the corporate records.
- (c) Maintain custody of the corporate records and of the seal of the Corporation.
- (d) Affix the seal of the Corporation to all documents as authorized.
- (e) Keep a register of the mailing addresses of each member, officer, and employee of the Corporation.
- (f) Perform duties as assigned by the President or by the members.
- (g) Perform all duties incident to the office of Secretary.

Treasurer

5.08 The Treasurer shall:

- (a) Have charge and custody of and be responsible for all funds and assets of the Corporation.
- (b) Receive and give receipts for moneys due and payable to the Corporation from any source.
- (c) Deposit all money in the name of the Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the members or President.
- (d) Write checks and disburse funds to discharge obligations of the Corporation.
- (e) Maintain the financial books and records of the Corporation.
- (f) Prepare financial reports at least annually.
- (g) Perform other duties as assigned by the President or by the members.
- (h) Perform all of the duties incident to the office of Treasurer.

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Article 6

Transactions of the Corporation

Contracts

- 6.01** The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposits

- 6.02** All funds of the Corporation shall be deposited to the credit of the Corporation in a depository account maintained by the fiscal agent appointed by the Board of Directors, or other depositories that the Board of Directors select.

Gifts

- 6.03** The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or device for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, or any requirements for maintaining the Corporation's federal and state tax exempt status.

Potential Conflict of Interest

6.04 The Corporation shall not make any loan to an officer of the Corporation. A director, officer, or member of the Corporation may lend money to and otherwise transact business with the Corporation except as otherwise provided by the bylaws, articles of incorporation, and all applicable laws. Such a person transacting business with the Corporation has the same rights and obligations relating to those matters as any other person transacting business with the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or member of the Corporation without full disclosure of all relevant facts and without the approval of the members not including the vote of any person having a personal interest in the transaction.

Prohibited Acts

- 6.05** As long as the Corporation is in existence and except with the prior approval of the Board of Directors; no director, officer, or member of the Corporation shall:
- (a)** Do any act in violation of the bylaws or a binding obligation of the Corporation.
 - (b)** Do any act with the intention of harming the Corporation or any of its operations.
 - (c)** Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
 - (d)** Receive an improper personal benefit from the operation of the Corporation.
 - (e)** Use the assets of this Corporation, directly or indirectly, for any purpose other than carrying on the business of this Corporation.
 - (f)** Wrongfully transfer or dispose of Corporation property, including intangible property, such as good will.
 - (g)** Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.

(6.05 Continued)

(b) Act as an agent of the Board unless specifically delegated to do so by the bylaws or by resolution of the Board.

Dissolution

6.06 Upon dissolution of the Corporation, the assets of the Corporation shall be transferred to tax-exempt institutions to be decided by the Board of Directors.

Article 7

Books and Records

Required Books and Records

- 7.01 The Corporation shall keep correct and complete books and records of account. The Corporation's books and records shall include:**
- (a) A file-endorsed copy of all documents filed with the Texas Secretary of State relating to the Corporation, including, but not limited to, the articles of incorporation, and any articles of amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.**
 - (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.**
 - (c) Minutes of the proceedings of the Board of Directors.**
 - (d) A list of the names and addresses of the directors and officers of the Corporation.**
 - (e) A financial statement showing the assets, liabilities, and net worth of the Corporation at the end of the three (3) most recent fiscal years.**
 - (f) A financial statement showing the income and expenses of the Corporation for the three (3) most recent fiscal years.**

(7.01 Continued)

(g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status. The Corporation's federal, state, and local information or income tax returns for each of the Corporation's seven (7) most recent tax years.

Inspection and Copying

7.02 Any officer or director of the Corporation or member of the public making a request in writing may inspect and receive copies of all books and records of the Corporation required to be kept by the bylaws. Any person entitled to inspect and copy the Corporation's books and records may do so through his or her attorney or other duly authorized representative. A person entitled to inspect the Corporation's books and records may do so at a reasonable time no later than ten (10) working days after the Corporation's receipt of a proper written request. The Directors may establish reasonable fees for copying the Corporation's books and records.

Audits

7.03 Any director shall have the right to have an audit conducted of the Corporation's books. The director requesting the audit shall bear the expense of the audit unless the Board of Directors votes to authorize payment of audit expenses. The director(s) requesting the audit may select the accounting firm to conduct the audit. A director may not exercise these rights to compel audits so as to subject the Corporation to an audit more than once in any fiscal year.

Article 8

Fiscal Year

- 8.01** The fiscal year of the Corporation shall begin on the first day of September and end on the last day in the month of August in each year.

Article 9

Indemnification

When Indemnification is required, permitted, and prohibited

- 9.01** The Corporation may indemnify an officer, director, employee, or agent of the Corporation who was, is, or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. The Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of a criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if a court of competent jurisdiction has adjudged the person liable and all appeals have been exhausted.

- 9.01a.** The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its equivalent does not necessarily preclude indemnification by the Corporation.

9.01b The Corporation may pay or reimburse expenses incurred by an officer, director, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.

9.01c. In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 9.01, above.

9.01d. Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding; if the person is a named defendant or respondent in any proceeding brought by the personal benefit or committed other willful or intentional misconduct.

9.01e. The Corporation may indemnify a person under the bylaws. The person may be indemnified against judgments; penalties, including excise and similar taxes; fines; settlements; and reasonable expenses (including attorney's fees) actually incurred in connection with the indemnification is limited to reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

9.02 Before the Corporation may pay any indemnification expenses (including attorney's fees), the Corporation shall specifically determine that indemnification is permissible, authorize

(9.02 Continued)

indemnification, and determine that expenses to be reimbursed are reasonable, except as provided in Paragraph 9.02b., below. The Corporation may make these determinations and decisions by any one of the following procedures:

- (a) Majority vote of members who, at the time of the vote, are not named defendants or respondents in the proceeding.**
- (b) Determination by special legal counsel selected by the members by vote as provided in paragraph 9.02(a).**

9.02a. The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If special legal counsel makes the determination that indemnification is permissible, authorization of indemnification and determination of reasonableness of expenses shall be made in the manner specified by paragraph 9.02(b), above, governing the selection of special legal counsel. A provision contained in the articles of incorporation, the bylaws, or a resolution of members that requests the indemnification permitted by paragraph 9.01, above, constitutes sufficient authorization of indemnification even though the provision may not have been adopted or authorized in the same manner as the determination that indemnification is permissible.

9.02b. The Corporation shall pay indemnification expenses before final disposition of a proceeding only after the Corporation determines that the facts then known would not preclude indemnification and the Corporation receives a written affirmation and undertaking from the person to be indemnified. The determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be without reference to financial ability to make repayment.

9.02c. Any indemnification or advance of expenses shall be reported in writing and added to the notice of the next Board meeting, or with or before the next submission to members of consent to action without a meeting. In any case, the report shall be sent within the 12-month period immediately following the date of the indemnification or advance.

Article 10

Notices

Notice by Mail

10.01 Any notice to a member, officer, or director of the Corporation beyond that required by the Texas Open Meetings Act must be given by mail. A notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears in the records of the Corporation, with postage prepaid. A person may change his or her address by giving written notice to the Secretary of the Corporation.

Signed Waiver of Notice

10.02 Whenever any notice is required to be given under the provisions of the Texas Nonprofit Act or under the provisions of the articles of incorporation or by the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

10.03 The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express

(10.03 Continued)

purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Article 11

Open Meetings

11.01 In addition to complying with these bylaws, all meetings of the Corporation shall be open to the public, except as authorized by one or more exceptions to the Texas Open Meetings Act, and shall otherwise be conducted in accordance with the requirements of the Texas Open Meetings Act, Texas Government Code 551.001 et seq.

Article 12

Amendments to bylaws

12.01 The bylaws may be altered, amended, or repealed and new bylaws may be adopted only by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

Article 13

Miscellaneous Provisions

Legal Authorities Governing Construction of Bylaws

13.01 The bylaws shall be construed in accordance with the laws of the State of Texas. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

13.02 If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, or if they should be construed as inconsistent with the requirements of a nonprofit corporation, such provision shall be null and void, and the invalidity, illegality, incompatibility, or unenforceability shall not affect any other provision included in the bylaws.

Seal

13.03 The directors may provide for a corporate seal.

Power of Attorney

13.04 A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the power of attorney is provided to the Secretary of the Corporation to be kept with the Corporation records.

Parties Bound

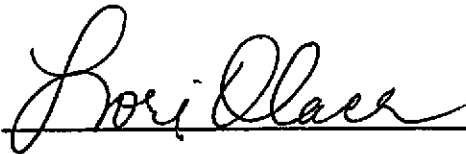
13.05 The bylaws shall be binding upon and inured to the benefit of the members, officers, directors, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assignees, except as otherwise provided in the bylaws.

Racially Nondiscriminatory Policy

13.06 The Corporation does, by this bylaw, adopt a racially nondiscriminatory policy, not only as to students, but also as to its Directors, officers, administrators, teaching staff, and employees. The Board shall immediately cause to be published in a newspaper of general circulation a statement of the Corporation's nondiscriminatory policy as to students.

Certificate of Secretary

I certify that I am the duly elected and acting Secretary of The Phoenix School, and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the members held on the 18th day of June 2001 to become effective on the 25th day of June 2001.



The Phoenix School
Comparative Special-Purpose
Financial Statements
August 31, 2000 and 1999

SCOTT, SINGLETON, FINCHER AND COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
4815-A KING STREET
GREENVILLE, TEXAS 75401

Accountants' Compilation Report

April 11, 2001

To the Board of Directors
The Phoenix School
8501 Jack Finney Blvd.
Greenville, Tx 75402

We have compiled the comparative special-purpose statements of assets, liabilities, and fund equity of the Phoenix School, a corporation granted exemption from Federal income taxes under IRS Code Section 501(c)(3), as of August 31, 2000 and 1999 and the related comparative special-purpose statements of revenues and expenses for the one months and twelve months then ended, and the accompanying supplementary information contained in Schedules I through II as listed in the index to supplementary information, which is presented only for supplementary analysis purposes, in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants.

A compilation is limited to presenting in the form of financial statements information that is the representation of management. We have not audited or reviewed the accompanying comparative special-purpose financial statements and supplementary information and, accordingly, do not express an opinion or any other form of assurance on them.

The accompanying comparative special-purpose financial statements were prepared at the request of the board members and are not intended to be a presentation in conformity with generally accepted accounting principles.

This report is intended solely for the information and use of the board of directors and management, and should not be used for any other purpose.

We are not independent with respect to The Phoenix School.

Scott, Singleton, Fincher & Co., PC

Scott, Singleton, Fincher and Company, P. C.
Certified Public Accountants

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Exhibit B1

The Phoenix School
 Comparative Special-Purpose Statement of Assets,
 Liabilities, and Fund Equity
 August 31, 2000 and 1999

	This Year	Last Year
ASSETS		
CURRENT ASSETS		
PETTY CASH	\$200.00	\$200.00
CD - ALLIANCE BANK	0.00	34,460.03
CHECKING ACCOUNT-ALLIANCE BANK	(7,758.65)	15,174.42
ALLIANCE BANK - ACTIVITY	4,761.02	4,197.52
RETURNED CHECKS	200.00	494.00
CASH IN BANK - PTC	155.43	418.08
EMPLOYEE ADVANCE	0.00	150.00
COST FOR CONSTRUCTION DAMAGE	637.42	619.02
PREPAID EXPENSES	0.00	0.00
TOTAL CURRENT ASSETS	(\$1,804.78)	\$55,713.07
FIXED ASSETS:		
CAPITAL IMPROVEMENTS	24,364.71	8,225.23
FURNITURE & FIXTURES	32,688.78	31,315.91
EQUIPMENT	22,199.16	14,444.28
BUILDINGS	395,225.46	395,225.46
LAND	48,750.00	48,750.00
CURRENT ADDITIONS	0.00	0.00
TOTAL	523,228.11	497,960.88
LESS ACCUMULATED DEPRECIATION	(217,579.87)	(183,771.87)
TOTAL FIXED ASSETS	305,648.24	314,189.01
OTHER ASSETS		
LOAN FEES	1,382.57	1,706.88
TOTAL OTHER ASSETS	1,382.57	1,706.88
TOTAL ASSETS	\$305,226.03	\$371,608.96

Exhibit B1

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The Phoenix School
 Comparative Special-Purpose Statement of Assets,
 Liabilities, and Fund Equity
 August 31, 2000 and 1999

	This Year	Last Year
LIABILITIES AND FUND EQUITY		
CURRENT LIABILITIES:		
CURRENT PORTION LONG TERM DEBT	\$11,590.78	\$11,590.78
NOTES PAYABLE-J McCRARY	13,000.00	0.00
IRA DEDUCTIONS	300.00	300.00
FIT WITHHELD	0.00	2.48
ACCRUED SALARIES	11,341.30	16,358.35
	<hr/>	<hr/>
TOTAL CURRENT LIABILITIES	\$36,232.08	\$28,251.61
 LONG-TERM DEBT:		
NOTES PAYABLE-BUILDING	223,854.22	249,166.62
NOTES PAYABLE-BUILDING ADDITION	24,623.22	30,621.56
LESS CURRENT PORTION	(11,590.78)	(11,590.78)
	<hr/>	<hr/>
TOTAL LONG-TERM DEBT	236,886.66	268,197.40
	<hr/>	<hr/>
TOTAL LIABILITIES	273,118.74	296,449.01
 FUND EQUITY		
FUND BALANCE	88,460.10	70,533.54
DEFERRED INCOME	7,920.00	9,330.00
CURRENT YEAR REVENUES IN EXCESS OF <LESS THAN> EXPENSES	(64,272.81)	(4,703.59)
	<hr/>	<hr/>
TOTAL FUND EQUITY	32,107.29	75,159.95
	<hr/>	<hr/>
TOTAL LIABILITIES & FUND EQUITY	<u>\$305,226.03</u>	<u>\$371,608.96</u>

Exhibit B1

00126

The Phoenix School
Comparative Special-Purpose Statements of
Revenues and Expenses
For the One Months and Twelve Months Ended August 31, 2000 and 1998

	Current Month This Year	Current Month Last Year	Variance	Year-to-Date This Year	Year-to-Date Last Year	Variance
REVENUES						
TUITION	\$16,050.57	\$18,608.94	(\$2,558.37)	\$225,866.39	\$235,065.25	(\$9,198.86)
REGISTRATION	2,600.00	2,145.00	455.00	5,100.00	14,929.00	(9,829.00)
EXT CARE - REGULAR	2,421.50	14,169.25	(11,747.75)	92,229.21	154,989.30	(62,760.09)
EXTENDED CARE NON-REGULAR	0.00	105.00	(105.00)	579.50	735.00	(155.50)
INTEREST EARNED	22.94	27.89	(4.95)	1,974.09	2,880.92	(906.83)
BOOK FEES	0.00	410.00	(410.00)	150.35	5,750.00	(5,599.65)
ELEM SUMMER CARE	0.00	0.00	0.00	29,104.64	140.00	28,964.64
PROMOTIONALS	1,075.00	1,220.00	(145.00)	33,008.49	29,329.70	3,678.79
LUNCHES	637.40	865.00	(227.60)	21,828.65	17,201.62	4,627.03
EDUCATIONAL GRANTS	0.00	0.00	0.00	638.41	251.59	386.82
GIFTS & MATCHING	1,425.00	144.97	1,280.03	8,315.74	4,011.19	4,304.55
MEMBERSHIPS	0.00	128.00	(128.00)	414.00	549.00	(135.00)
REIMBURSEMENT	0.00	20,000.00	(20,000.00)	0.00	20,000.00	(20,000.00)
FUN FEST	0.00	0.00	0.00	11,355.77	12,479.75	(1,123.98)
ACTIVITY CURRICULUM FEES	1,235.00	1,515.00	(280.00)	1,690.25	3,850.89	(2,160.64)
PRE-SCHOOL SUMMER CARE	0.00	0.00	0.00	1,023.50	0.00	1,023.50
OTHER INCOME	0.00	10.00	(10.00)	790.11	504.87	285.24
TOTAL REVENUES	25,467.41	59,349.05	(33,881.64)	434,069.10	502,668.08	(68,598.98)
EXPENSES:						
SALARIES - TEACHERS	4,426.33	16,287.35	(11,861.02)	118,206.08	170,589.41	(52,383.33)
SALARIES - ASST TEACHERS	3,412.33	9,259.77	(5,847.44)	102,372.45	104,343.15	(1,970.70)
SUBSTITUTE TEACHERS	234.10	250.00	(15.90)	6,335.14	2,556.49	3,778.65
ADMIN & CLERICAL	3,502.64	0.00	3,502.64	59,877.11	0.00	59,877.11
PAYROLL TAXES	1,850.00	1,506.57	343.43	22,862.02	21,528.21	1,333.81
SALES TAXES	0.00	0.00	0.00	125.25	123.87	1.38
LICENSES, PERMITS, ETC.	0.00	0.00	0.00	8.50	0.00	8.50
GROUNDS MAINTENANCE	0.00	1,425.00	(1,425.00)	4,427.96	5,328.53	(900.57)
BUILDING MAINTENANCE	4,214.46	2,811.74	1,402.72	29,184.71	22,884.18	6,300.53
UTILITIES	3,833.00	3,148.36	684.64	18,759.99	17,792.24	967.75
TELEPHONE	507.79	911.98	(404.19)	6,520.50	3,149.91	3,370.59
EQUIPMENT REPAIRS	0.00	589.82	(589.82)	155.77	1,256.39	(1,100.62)
FOOD-LUNCHES	1,052.25	497.67	554.58	23,649.44	11,609.48	12,039.96
FOOD-SNACKS - ELEM	158.51	343.30	(184.79)	3,347.44	3,143.21	204.23
FOOD-PRE-SCHOOL SNACKS	0.00	0.00	0.00	352.32	0.00	352.32
INSURANCE	0.00	0.00	0.00	1,365.00	1,377.00	(12.00)
COPIER AND COMPUTER LEASES	0.00	672.00	(672.00)	1,568.85	2,686.85	(1,118.00)
PHOTO COPIER SUPPLIES	0.00	100.00	(100.00)	0.00	260.63	(260.63)
LEGAL AND PROFESSIONAL FEE (1,018.58)		1,547.50	(2,566.08)	1,676.50	3,605.50	(1,929.00)
ADVERTISING	237.62	741.10	(503.48)	3,268.96	6,644.70	(3,375.74)
OFFICE SUPPLIES & EXPENDITURE	682.36	563.89	118.47	3,423.10	3,905.12	(482.02)
MAINTENANCE SUPPLIES	445.84	753.55	(307.71)	5,779.69	2,760.86	3,018.83
EDUCATIONAL SUPPLIES	45.16	1,071.39	(1,026.23)	4,125.59	19,271.25	(15,145.66)
SUMMER SUPPLIES	84.15	192.00	(107.85)	463.79	1,369.14	(905.35)
DUES AND SUBSCRIPTIONS	(5.00)	0.00	(5.00)	571.38	555.50	15.88
MISCELLANEOUS	0.00	0.00	0.00	508.92	1,263.94	(755.02)
CURRICULUM	43.15	0.00	43.15	8,621.30	216.90	8,404.40

Exhibit B1

The Phoenix School
Comparative Special-Purpose Statements of
Revenues and Expenses

For the One Months and Twelve Months Ended August 31, 2000 and 1998

	Current Month This Year	Current Month Last Year	Variance	Year-to-Date This Year	Year-to-Date Last Year	Variance
FUN FEST	0.00	0.00	0.00	2,188.25	3,046.52	(858.27)
H2O	256.00	0.00	256.00	1,286.76	0.00	1,286.76
ACTIVITIES - FIELD TRIPS	8.00	15.00	(7.00)	3,044.08	6,693.17	(3,649.09)
CONFERENCES & SEMINAR	177.50	50.00	127.50	909.13	573.50	335.63
GAS, OIL, ETC.	0.00	0.00	0.00	66.18	9.11	57.07
EXTENDED CARE SUPPLIES	77.32	1,173.33	(1,096.01)	478.13	2,827.72	(2,349.59)
DEPRECIATION	17,084.00	0.00	17,084.00	17,084.00	0.00	17,084.00
PROMOTIONALS	640.29	2,610.72	(1,970.43)	16,172.72	18,580.86	(2,408.14)
INTEREST	26,112.96	0.00	26,112.96	26,290.79	0.00	26,290.79
CAPITAL EQUIPMENT	(111.19)	0.00	(111.19)	0.00	7,784.87	(7,784.87)
CAPITAL IMPROVEMENTS	(3,482.68)	0.00	(3,482.68)	0.00	10,497.61	(10,497.61)
CAPITAL - FURNITURE & FIXTURES	0.00	2,048.00	(2,048.00)	0.00	3,420.87	(3,420.87)
BUILDING COSTS	(39,418.60)	3,182.65	(42,601.25)	0.00	45,074.98	(45,074.98)
VISA ACCOUNT	0.00	0.00	0.00	2,914.11	0.00	2,914.11
TOTAL EXPENSES	25,049.71	51,752.69	(26,702.98)	498,341.91	507,371.67	(9,029.76)
REVENUES IN EXCESS OF <LESS THAN> EXPENSES	\$417.70	\$7,596.36	(\$7,178.66)	(\$64,272.81)	(\$4,703.59)	(\$59,569.22)

Exhibit B1

The Phoenix School
Index to Supplementary Information
August 31, 2000 and 1999

Schedule I - Detail of Certain Asset and Liability Accounts

Schedule II - Comparative Detail of Certain Expense Accounts

The Phoenix School
 Detail of Certain Asset and Liability Accounts
 August 31, 2000 and 1999

	This Year	Last Year
PREPAID EXPENSES		
TOTAL PREPAID EXPENSES	<u>\$0.00</u>	<u>\$0.00</u>
CURRENT ADDITIONS FIXED ASSETS		
TOTAL CURRENT ADDITIONS	<u>\$0.00</u>	<u>\$0.00</u>
ACCUMULATED DEPRECIATION		
ACCUMULATED DEPRECIATION-F. & F.	38,858.87	34,530.87
ACCUMULATED DEPRECIATION-EQUIP.	14,248.00	10,164.00
ACCUMULATED DEPRECIATION-BLDG.	164,473.00	139,077.00
TOTAL ACCUMULATED DEPRECIATION	<u>\$217,579.87</u>	<u>\$183,771.87</u>
NOTES PAYABLE		
BALANCE BEGINNING OF YEAR	\$223,854.22	\$249,166.62
NOTES PAYABLE-BUILDING	<u>\$223,854.22</u>	<u>\$249,166.62</u>
TOTAL	<u>\$0.00</u>	<u>\$0.00</u>
NOTES PAYABLE		
BALANCE BEGINNING OF YEAR	\$24,623.22	\$30,621.56
TOTAL NOTES PAYABLE-BUILDING ADD	<u>\$24,623.22</u>	<u>\$30,621.56</u>
TOTAL NOTES PAYABLE-	<u>\$0.00</u>	<u>\$0.00</u>

Exhibit B1

The Phoenix School
 Comparative Detail of Certain Expense Accounts
 For the One Months and Twelve Months Ended August 31, 2000 and 1998

	Current Month This Year	Current Month Last Year	Variance	Year-to-Date This Year	Year-to-Date Last Year	Variance
BUILDING COSTS						
BUILDING PMT-PRINCIPAL	0.00	1,295.69	(1,295.69)	14,921.30	18,349.93	(3,428.63)
BLDG PAYMENT-INTEREST	0.00	1,886.96	(1,886.96)	24,497.30	26,725.05	(2,227.75)
TOTAL BUILDING COSTS	\$0.00	\$3,182.65	(\$3,182.65)	\$39,418.60	\$45,074.98	(\$5,656.38)

Exhibit B1

CLIENT 4415

SCOTT, SINGLETON, FINCHER, & CO.
4815 KING STREET, SUITE A
GREENVILLE, TX 75401
(903) 455-4765

April 12, 2001

THE PHOENIX SCHOOL
8501 JACK FINNEY BLVD
GREENVILLE, TX 75402

Dear Client:

Enclosed for your review and filing are the following:

Form 990 1999 Exempt Organization Income Tax Return

Each tax return or form listed above should be filed in accordance with the enclosed filing instructions.

Please be sure to call us if you have any questions.

Sincerely,


Kelley D. Fincher

990 FORM

PAGES 133 - 153 = 21 PAGES

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

21 PAGES HAVE BEEN WITHHELD

**NOTICE OF INTENT TO APPLY FOR
OPEN-ENROLLMENT CHARTER SCHOOL**

The Boles Independent School District is applying to the State Board of Education for approval to operate an open-enrollment charter school ("charter school") to be located in Hunt County. Charter schools are public schools established by nonprofit organizations, institutions of higher education, or governmental entities. These schools are publicly funded and are free from many state regulations that apply to other public schools. The following descriptive information about the proposed school is being provided for the benefit of the community in which the school would be located if approved:

***Name of the sponsoring entity proposing the charter school: Boles Independent School District**

***Chief Executive Officer of the proposed school: Dr. Graham Sweeney, Boles ISD Superintendent**

***The Boles ISD Board Members are the same for the proposed school.**

The Boles ISD Board Members are:

Ms. Linda Pitts, Board President	
Mrs. Alecia Boyd, Secretary	Mr. Mark DeYoung, Vice President
Mr. Mike Domenici	Mr. David Milner
Mr. Tage Ockerstrom	Mr. Gary Pitts

***Board members of the school operating board will operate as a Site Based Decision-Making Advisor Committee. Board members of the school operating board are:**

Vickie Glasscock, Administrator	
John McCrary, President	Maxine Thomas, Vice President
Mary Gannaway, Secretary	Lori Olach, Treasurer
Larry McKinney	Marc Coker

***The proposed location of the school is The Phoenix School located at 8501 Jack Finney Blvd., Greenville, TX with two proposed future satellite sites.**

***Brief description of the school:**

The Phoenix Charter School will be, like its predecessor The Phoenix School, an educational institution committed to personalized instruction—one that helps each child develop to his or her full potential in an atmosphere where knowledge can thrive.

The Phoenix Charter School will enhance what the Phoenix School began by offering Greenville and the surrounding areas with an outstanding educational program. The school is housed in two buildings on seven beautiful acres. Certified and highly trained teachers instruct students in a cheerful setting of enthusiasm and excitement. At the same time they develop the academic skills needed to insure a future of success, students experience activities that are carefully matched to their age, interest and abilities.

The Phoenix Charter School will serve children from Hunt and surrounding counties with a full complement of core academic subjects and enrichment activities, including foreign language, computer, and fine arts. The school will continue to enhance its far-reaching and an excellent reputation for early childhood and elementary schools. The teachers are known to be caring and extremely competent. For 13 years the Phoenix School has been the creative alternative in Greenville, and it will continue to build on that foundation as a Texas Charter School.

The Phoenix Charter School, for the first year, will serve approximately 100-200 children in grades Pre-K through 6th. In the school year 2002-2003 the school will add 7th and 8th grades and should double in size. It is anticipated that by the 2003-2004 school year Phoenix will have approximately 400-800 students and will serve grades Pre-K through 12th.

***Opening date if approved: August 1, 2001**

***Alternate date if approved: August 1, 2000**

The State Board of Education invites comments about any aspect of the proposed school or its sponsoring entity. Comments must be communicated in the form of a signed letter directed to the State Board of Education. Only letters specifically addressing a proposed school will be considered by the board. Letters may be sent to the following address: Texas Education Agency, Division of Charter Schools, 1701 N. Congress, Austin, Texas 78701.

**BOLES INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL MEETING
JANUARY 21, 2000
2:00 P.M.
GENA MAE WISHARD BUILDING
BOARD ROOM
AGENDA**

- I. ROLL CALL, ESTABLISH A QUORUM, CALL TO ORDER
- II. OPENING PRAYER
- III. Consider and Act on Establishment of Open Enroll Charter School
- IV. ADJOURN

00155

**BOLES INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL MEETING
JANUARY 21, 2000
2:00 P.M.**

**GENA MAE WISHARD BUILDING
BOARD ROOM**

~~AGENDA~~
minutes

I. ROLL CALL, ESTABLISH A QUORUM, CALL TO ORDER

Present: Linda Pitts, Gary Pitts, Alecia Boyd, David Milner, Mike Dominici, Tage Ockerstrom

Absent: Mark DeYoung

Administration: Dr. Sweeney, Carol Brown, Shirley Duran

Staff: Gene Wishard

Others: Kim Sweeney, Vicki Glasscock

- II. Dr. Sweeney discussed with the Board his visit to Timberlawn, Glen Oaks, and the Texas Education Agency. The Timberlawn staff was very cold and impersonal. They were very negative on several areas of expansion to students outside of Timberlawn patients. Interest has turned to also consider the Phoenix School. They want to turn their private school into a charter school with the help of Boles ISD. New name will be Phoenix Fine Arts Academy Charter. There will be no clientele change. Will be more like a magnet school. Boles Board will be the Board over the Charter. Motion was made by Mr. Dominici and seconded by Mr. Ockerstrom to explore the possibilities of establishing a charter school with The Phoenix Academy in Greenville and continue to work with establishing charter schools with psychiatric and general hospitals in the state of Texas. The Board passed the motion unanimously.

III. ADJOURN

Motion was made by Mr. Ockerstrom and seconded By Mrs. Boyd. Motion passed unanimously and meeting adjourned at 2:40 p.m.

*Linda Pitts - President
Alecia Boyd - Secretary*

00156

**BOLES INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
JANUARY 11, 2000
7:00 P.M.
GENA MAE WISHARD BUILDING
BOARD ROOM
AGENDA**

- I. ROLL CALL, ESTABLISH A QUORUM, CALL TO ORDER
- II. OPENING PRAYER
- III. READ AND APPROVE MINUTES
- IV. OPEN FORUM
- V. FINANCIAL STATEMENT
- VI. SUPERINTENDENT'S REPORT AND ACTION ITEMS
 - A. DEC Visit compliance letter (special ed)
 - B. Bid for bridge from county accepted
 - C. Texas Rural Education Association Conference and Teacher Membership
 - D. Discuss and Vote on Environmental Center Project
 - E. Christie McAuliffe Fellowship Program (\$50,000)
 - F. Design Future Vocational Course Offerings
- VII. DISCUSS SITE-BASED DECISION MAKING COMMITTEE ACTIVITIES
 - A. Elementary - Mrs. Shirley Duran
 - B. Secondary - Mrs. Carol Brown
 - C. Lakeview Achievement Project -- Mrs. Nancy Duppengiesser
- VIII. NEW BUSINESS
 - A. Personnel
 - 1. Resignations
 - 2. Hire-Dan Brewer for Glen Oaks classroom
 - 3. Sign Contracts
 - 4. Discuss Full Time Substitute Teacher
 - 5. Consider all possible action for termination of probationary teacher contract of Susan Dougherty
 - B. Discuss and consider Safety Program issues such as eliminating backpacks on campus by getting two sets of student textbooks; one for school and one to take home; and clear or no backpacks.
 - C. Discuss Middle School Project
 - D. Continue Discussion and Review Information Providing Educational Opportunities Residing Outside the Boundaries of Boles ISD

00157

IX. EXECUTIVE SESSION

- A. Consultation with Attorney concerning Pending or Possible Litigation, Texas Government Code Section 551.071 Texas Open Meetings Act.**
- B. Discussion of personnel pursuant to Texas Government Code Section 551.074, Texas Open Meetings Act.**

X. ADJOURN

00158

**BOLES INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
FEBRUARY 8, 2000
7:00 P.M.
GENA MAE WISHARD BUILDING
BOARD ROOM
AGENDA**

- I. ROLL CALL, ESTABLISH A QUORUM, CALL TO ORDER
- II. OPENING PRAYER
- III. READ AND APPROVE MINUTES
- IV. OPEN FORUM
- V. FINANCIAL STATEMENT
- VI. SUPERINTENDENT'S REPORT AND ACTION ITEMS
 - A. Discuss and Act on Environmental Center Project
 - 1. Discuss possible name for Nature/Environmental Education Center
 - 2. Possible partnership with Parks and Wildlife
 - 3. Possible partnership with Parks and Recreation
 - 4. Discuss Sewage pond Grant
 - B. Discuss Cash Water Billing
 - C. Discuss Fire Alarm System in Gina Mae Wishard Building
 - D. Discuss School Nurse Activity Report for First Semester 1999-2000
 - E. Discuss Building Weight Room on back of Gym
- VII. DISCUSS SITE-BASED DECISION MAKING COMMITTEE ACTIVITIES
 - A. Elementary - Mrs. Shirley Duran
 - B. Secondary - Mrs. Carol Brown
 - C. Lakeview Achievement Project - Mrs. Nancy Duppengiesser
- VIII. NEW BUSINESS
 - A. Personnel
 - 1. Resignations-Mr. Dan Brewer from Glen Oaks Classroom, Bobbie Jacobs
 - 2. Hire
 - 3. Sign Contracts
 - 4. Discuss Full Time Substitute Teacher
 - 5. Discuss and Act on Principals Contracts
 - B. Discuss and consider Safety Program issues such as eliminating backpacks on campus by getting two sets of student textbooks, one for school and one to take home; and clear or no backpacks.
 - C. Discuss consideration and selection of method of obtaining construction services for the new Middle School
 - D. Continue Discussion and Review Information Providing Educational Opportunities Residing Outside the Boundaries of Boles ISD

00159

- E. *Discuss and Vote on Hiring Audit Firm*
- F. Discuss and Act on new Charter School status at Timberlawn and/or Pheonix Academy**
- G. *Call for School Board Election on May 6, 2000*
- H. *Discuss and Act on Technology Integration and Education Grant with Region 10.*

IX. EXECUTIVE SESSION

- A. *Consultation with Attorney concerning Pending or Possible Litigation, Texas Government Code Section 551.071 Texas Open Meetings Act.*
- B. *Discussion of personnel pursuant to Texas Government Code Section 551.074, Texas Open Meetings Act.*

X. ADJOURN

00160

**BOLES INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
MARCH 7, 2000
7:00 P.M.
GENA MAE WISHARD BUILDING
BOARD ROOM
AGENDA**

- I. ROLL CALL, ESTABLISH A QUORUM, CALL TO ORDER
- II. OPENING PRAYER
- III. READ AND APPROVE MINUTES
- IV. OPEN FORUM
 - A. San Angelo-Give Committee Report
- V. FINANCIAL STATEMENT
- VI. SUPERINTENDENT'S REPORT AND ACTION ITEMS
 - A. Discuss and Act on ET-LINC Directors Contract
 - B. School Nurse Activity Report-4th Six Weeks
 - C. Discuss 21st Century Community Learning Centers Grant
 - D. Discuss Christa McAuliffe Grant
 - E. Discuss Charter
 - F. Discuss School Driver's Education Car Accident and Replacement
 - G. Discuss Audit Letter for TEA
- VII. DISCUSS SITE-BASED DECISION MAKING COMMITTEE ACTIVITIES
 - A. Elementary - Mrs. Shirley Duran
 - B. Secondary - Mrs. Carol Brown
 - C. Lakeview Achievement Project – Mrs. Nancy Duppengiesser
 - 1. Student enrollment
 - 2. Grants
 - 3. TAAS
- VIII. NEW BUSINESS
 - A. Personnel
 - 1. Resignations-John Dumas, Billy Elvington, Sherrie Perkins, Melissa Jenkins
 - 2. Hire-Mrs. Cheryl Hobbs for 2000-2001, Jennifer Davis
 - 3. Sign Contracts
 - 4. Termination of Probationary Teacher Contract
 - B. Discuss and consider Safety Program issues such as eliminating backpacks on campus by getting two sets of student textbooks; one for school and one to take home; and clear or no backpacks. Consider parent survey on school uniforms.
 - C. Discuss and Consider Investment Policy CDA: Resolution approving investments and sources of instruction relating to investment.

- D. Discuss and Adopt New Textbooks
- E. Consideration and Possible Adoption of an Order Approving and Authorizing Publication of Notices of Intent to Contract Under the Public Property Finance Act for Constructing and Refinancing Certain Public School Facilities

IX. EXECUTIVE SESSION

- A. Consultation with Attorney concerning Pending or Possible Litigation, Texas Government Code Section 551.071 Texas Open Meetings Act.
- B. Discussion of personnel pursuant to Texas Government Code Section 551.074, Texas Open Meetings Act.

X. ADJOURN

NUMEROUS DISCUSSIONS HAVE BEEN HELD AT SCHOOL MEETINGS: BOARD, PARENT/TEACHER ORGANIZATION AND REGULAR PRESCHOOL AND ELEMENTARY STAFF MEETINGS. OVERWHELMINGLY THE PHOENIX COMMUNITY, AS REPRESENTED BY THE PARENTS, STUDENTS, STAFF, AND BOARD OF DIRECTORS, EXPRESSED FAVOR TOWARD CONTINUING WITH THE CHARTER INDEPENDENT OF BOLES ISD AS THE EDUCATIONAL SERVICE PROVIDER.

MOST OF THE FAMILIES OF CHARTER ENROLLED STUDENTS ARE THE SAME AS THOSE OF STUDENTS WHO ATTENDED THE PHOENIX ELEMENTARY OF BOLES ISD IN SCHOOL YEAR 2000-2001. OVER 80% OF THE STAFF WILL REMAIN AS WELL. THIS INDICATES A HIGH DEGREE OF INVOLVEMENT AND PERSONAL INVESTMENT CONSIDERING THE LACK OF "A SURE THING" FOR SCHOOL YEAR 2001-2002. ATTACHED ARE AGENDAS AND SIGNATURES FROM A FEW OF THESE MEETINGS ATTESTING TO THE SUPPORT OF THE PHOENIX CHARTER SCHOOL.

**THE PHOENIX SCHOOL
P.T.O.**

**EXECUTIVE BOARD AGENDA
May 5, 2001
Phoenix School Library**

- I. Roll call, Establish a quorum, call to order**
- II. Read and approve minutes**
- III. Old business**
 - a. Play ground status**
 - b. P.E. equipment status**
 - c. Fish tank status**
- IV. Open forum and discussion**
- V. New Business**
 - a. Discuss status of the Charter**
 - b. Enrollment form are out to the Elementary**
 - c. Approve and sign letter of support for The Phoenix School**
 - d. PTO fund use by School**
- VI. Adjourn**

**THE PHOENIX SCHOOL
8501 JACK FINNEY
GREENVILLE, TEXAS 75402
903-454-7153
903-454-7806 (FAX)**

**BOARD OF DIRECTORS
MARCH 28, 2001
SPECIAL MEETING AGENDA
PHOENIX CAMPUS LIBRARY**

- I. ROLL CALL, ESTABLISH A QUORUM, CALL TO ORDER
- II. OPEN FORUM
- III. ACTION ITEMS
 - A. DISCUSS FINANCIAL INFORMATION FROM BOLES.
 - B. STATUS OF PHOENIX CHARTER AND PROJECTED REVENUE.
 - C. DISCUSS SERVICES AGREEMENT/CONTRACT WITH BOLES, REGION X SERVICES, CHARTER SCHOOL RESOURCE CENTER, ASSOCIATION OF CHARTER EDUCATORS.
 - D. TIMELINE, CHANGES TO DRAFT, LEGAL SERVICES.
 - E. LETTER FROM BOLES ISD.
- IV. ADMINISTRATOR'S REPORT
PRESCHOOL FINANCIAL STATEMENT
- VI. ADJOURN

**THE PHOENIX SCHOOL
8501 JACK FINNEY
GREENVILLE, TEXAS 75402
903-454-7153
903-454-7806 (FAX)**

**BOARD OF DIRECTORS
JUNE 18, 2001
SPECIAL MEETING AGENDA
PHOENIX CAMPUS LIBRARY**

- I. ROLL CALL, ESTABLISH A QUORUM, CALL TO ORDER
- II. OPEN FORUM
- III. ACTION ITEMS
 - A. BY-LAW REVISIONS
 - B. OPEN SEATS
 - C. OFFICER ELECTIONS
 - D. DISCUSS PHOENIX / BOLES SEPARATION, LETTER FROM BOLES ISD, DATED JUNE 15, 2001.
 - E. STATUS OF PHOENIX CHARTER REVISIONS AND START-UP GRANT, TIMELINE FOR COMPLETION.
 - F. SERVICE AGREEMENT/CONTRACT WITH REGION X , MIKE TAYLOR (ACCTG.), BOB SHULMAN (LEGAL), RAGGIO (LANDSCAPE, NETWORK ADMINISTRATOR), PEST CONTROL
 - G. LEASE AGREEMENT WITH HUNT CO. BAPTIST ASSN FOR SUNDAY USE OF FACILITIES
 - H. HR POLICIES
 - I. CALENDAR
- IV. ADMINISTRATOR'S REPORT
 - A. LEGISLATIVE UPDATE
 - B. KITCHEN IMPROVEMENTS
 - C. SUMMER ENROLLMENT
 - D. ELEMENTARY REGISTRATION/ENROLLMENT
 - E. NEED FOR BROCHURE/MEDIA COVERAGE
 - F. PRESCHOOL FINANCIAL STATEMENT
 - G. TAAS PERFORMANCE

VI. ADJOURN

00167

**STAFF MEETING
AGENDA
4-30-01**

1. **There is a charter! I'm not making that up!**
2. **To reward or not to reward? TAAS. TEK CHECKS.**
3. **Stanford Achievement Test May 14-18**
4. **Who goes next door alone?**
5. **End of Year Awards Days**
6. **Field Day**
7. **Talent Show**
8. **Art Gallery??**
9. **Recommendations for summer reading recovery**
10. **Proposed calendar 2001-2002**
11. **Textbooks—Marlaina**
12. **Pass that Phoenix Pride!**

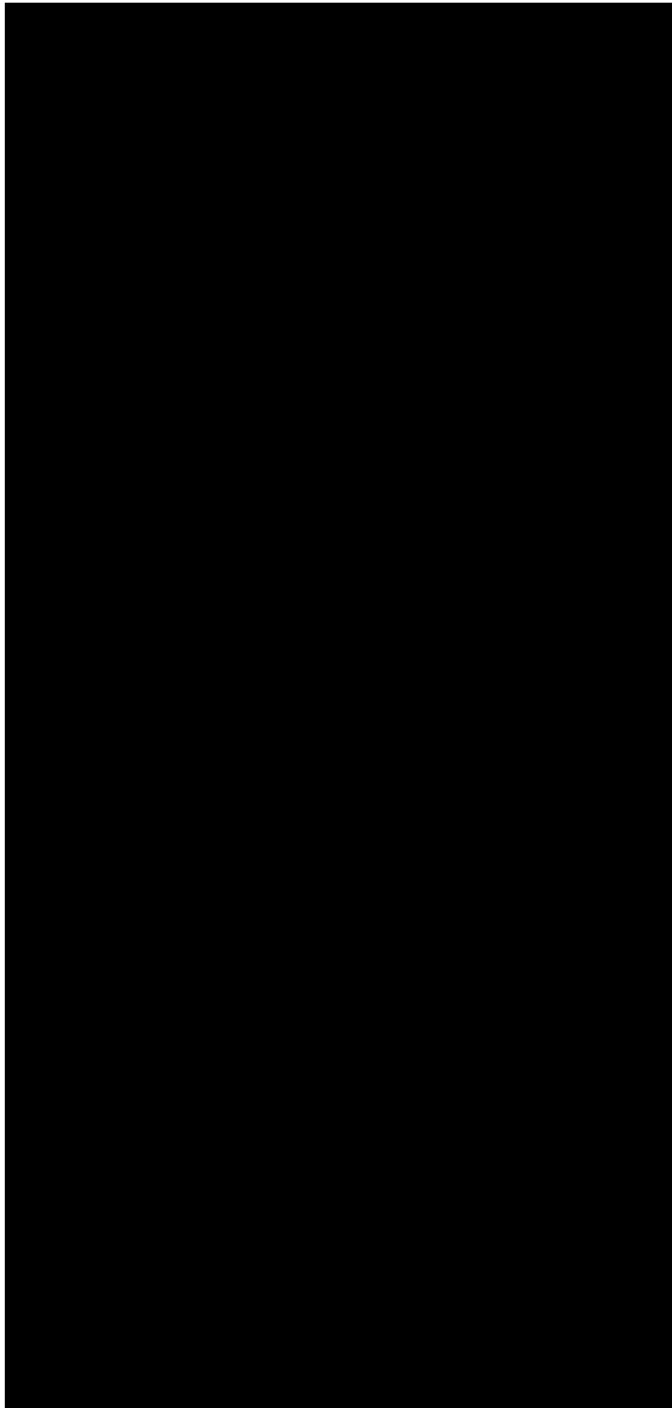
Quote for the day: When I was younger, I could remember anything, whether it happened or not... Mark Twain

From the Office Manager:

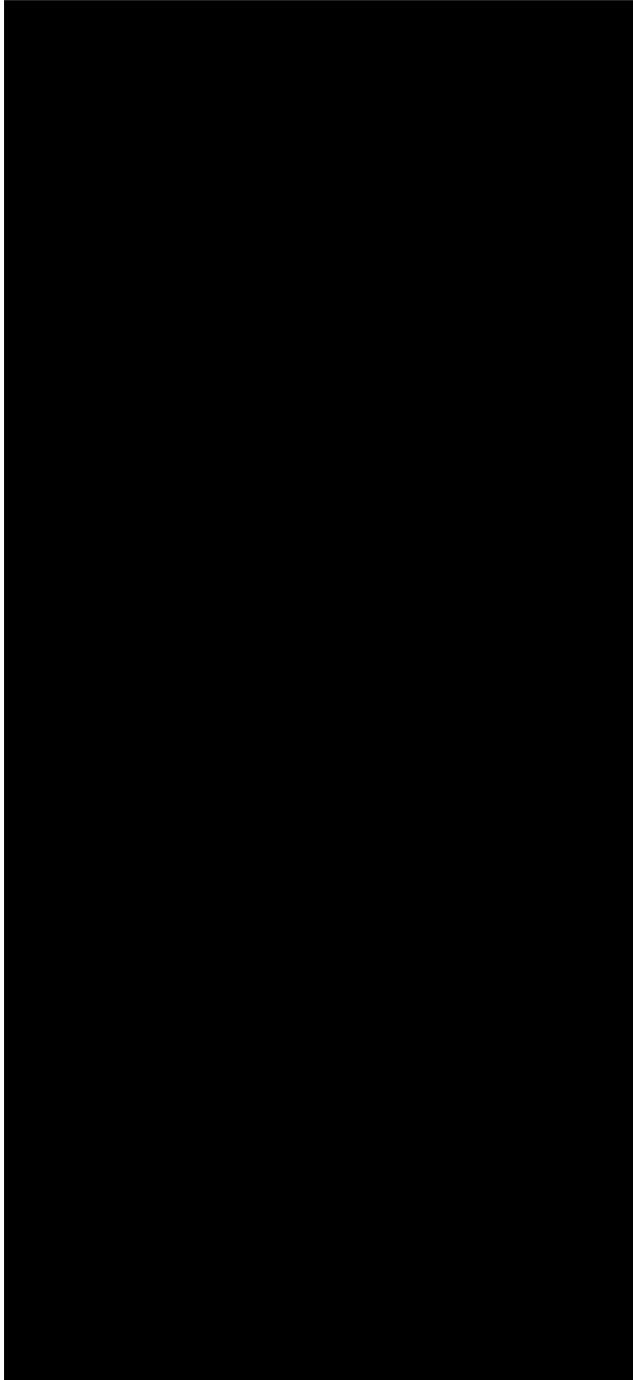
**Staff Meeting
Agenda
3-26-01**

1. Status of the Phoenix Charter/Separation from Boles ISD
2. Staff contracts are our #1 priority!
3. Guess what I did this weekend!
4. While I am away--Non-instructional issues: David Williamson
Classroom related: Nancy Duppengiesser
Emergency contact: Julie Spears (notify our office first!)
General support: Tinia Pyles
Remaining evaluations
5. Newsletter information ASAP!
6. Thank you for the Nature Trail lesson plans.
7. Pass that Phoenix Pride!

We the staff of Phoenix Elementary School do hereby support and applaud the effort of The Phoenix School, Board of Directors in seeking an Open-Enrollment charter. We believe that the charter school will be an asset to many children in our community.



The staff of Phoenix Private Pre-School do hereby support and welcome the effort of The Phoenix School, Board of Directors in seeking an Open-Enrollment charter. We believe that the charter school will be an asset to our community.



00171

The Phoenix School



8501 Jack Finney Blvd. / Greenville, TX 75402
(903) 454-7153

Dear Parents,

On Thursday the 30th at 7PM-8PM, The School Board of The Phoenix School will be hosting a meeting at the National Guard Armory. An announcement will be made concerning a new and positive direction for our school. Plans are also being made for expansion next year including additional grades. There will be a question and answer period especially for you. We encourage you to attend this meeting. Your input will be greatly appreciated. Please make plans to be there. Please contact the school if you will need childcare.

The School Board

00172

Family Educational Rights and Privacy Act Protected Material

2 pages have been withheld

PLEASE NOTE: Public hearing sign-in sheets have been removed from the responsive material. These sign-in sheets contain material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.

The Phoenix School



8501 Jack Finney Blvd. / Greenville, TX 75402
(903) 454-7153

To our Parents,

On Thursday the 30th we had a meeting to inform all our parents of the plan for The Phoenix School to be a Texas State Charter School. For those who were unable to attend we have included some information that was given out at the meeting. If you have any questions please feel free to ask the office or teaching staff. We will be giving those presently enrolled first opportunity to sign up for the charter school. Please fill out the Application form included with this letter and return to the office by May 1st so we may prepare for next year.

The Office

00175

The Phoenix School



8501 Jack Finney Blvd. / Greenville, TX 75402
(903) 454-7153

To the Staff,

Please note that on Thursday the 30th we will be having a staff meeting before the School Board meeting. Attendance will be mandatory for all staff members. Our meeting will be held at the school in the Phoenix room and will start at 6:15PM.

The Office

00176

167

Family Educational Rights and Privacy Act Protected Material

1 page has been withheld

PLEASE NOTE: Public hearing sign-in sheets have been removed from the responsive material. These sign-in sheets contain material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.



TEXAS A&M
UNIVERSITY
COMMERCE

April 13, 2000

Dr. Graham Sweeney
Superintendent
Boles Independent School District
7071 F.M. 2102
Quinlan, TX 75474

Dear Dr. Sweeney:

I understand that you are making application to the State Board of Education to seek to establish an open-enrollment charter school in partnership with Phoenix School of Greenville and medical and psychiatric hospitals across Texas. I applaud this effort of Boles ISD and fully support this initiative. Your service to at-risk students is well established, and this endeavor can only mean reaching out even more to meet those needs that are not currently being met.

On behalf of Texas A&M University-Commerce, I wish you well in this challenge and stand ready to assist in whatever measure we can.

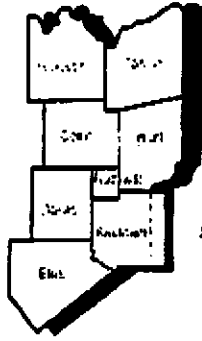
Sincerely,


Keith D. McFarland, Ph.D.
President

mkl

Office of the President
P.O. Box 3011 Commerce, Texas 75429-3011 (903) 886-5014 Fax: (903) 886-5010

00178



EDUCATION SERVICE CENTER

April 10, 2000

Dr. Graham Sweeney, Superintendent
Boles Independent School District
7071 FM 2101
Quinlan, TX 75474-4434

Dear Dr. Sweeney:

Thanks for taking time to visit with me in the Annual Superintendent's Visitation activity and for your orientation visit to Region 10 recently. While conducting these activities take substantial time; they are very crucial to communications and planning.

The following items concern matters needing follow-up per our meeting:

1. Your Charter School initiative has been discussed with Bill Smith and Sandy Maddox. Sandy Williams, your Field Service Agent, will serve as Region 10's general liaison for this effort at this time.
2. Your focused attention to the PEIMS Edit+ system is requested and is crucial for success.
3. Your consideration of TEKStar, AEIS-IT, Acces, and the Texan Library Connection (TLC) is encouraged. Sandy Maddox will provide information upon your request.
4. Bill Smith has been asked to send you a registration package for the Superintendent Leadership Academy scheduled for June 8-10.

Region 10 remains committed to being a valuable resource to all schools. We believe that the understanding, cooperation, and involvement of local personnel are critical to this mission. Your personal leadership and support are vital and very much appreciated.

Sincerely,

Joe Farmer
Executive Director

JF:kb

00179



Herman L. Smith, Ph.D.
Superintendent

March 31, 2000

Dr. Graham Sweeney, Superintendent
Boles Independent School District
7071 FM 2101
Quinlan, Texas 75474

Dear Dr. Sweeney:

Based on our numerous conversations and most recently the discussion that we held on March 9, 2000 related to the Charter School Application by the Boles ISD, I would encourage you to continue this application process.

There is a need for an At-Risk program in Hunt County similar to the one that you envision. I believe that with the Independent School Districts working together on this issue in Hunt County, we will be able to serve the needs of our communities at a higher level.

Please know that at this time, the Greenville Public Schools support your investigation and pursuit of a possible charter school within our community and will work with your District to develop a cooperative or interlocal arrangement should such a program be approved and proves mutually advantageous.

Sincerely,

Herman L. Smith

HLS:cah

00186



ET-LINC

East Texas Learning Interactive Network Consortium

April 12, 2000

State Board of Education
Austin, Texas

To Whom It May Concern:

One of the neediest segments of Texas Schoolchildren are those that are at-risk. Often because of either location or inconvenience, some of these children are not being served.

Boles Independent School District has the ability and expertise to initiate and maintain an open-enrollment charter school to fit the needs of these children. I have worked with Dr Graham Sweeney since 1992. I know that he has the ability and desire to maintain the highest education standards that the state has to offer for all students.

I respectfully recommend that Boles ISD be considered in establishing and maintaining an open-enrollment charter school partnership with the Phoenix School in Greenville, Texas.

Very truly yours,

Linda Porter, Director
ET-LINC

Cc Dr. Graham Sweeney
Superintendent of Schools
Boles Independent School District

00181



TEXAS A&M
UNIVERSITY
COMMERCE

March 29, 2000

Dr. Graham Sweeney, Superintendent
Boles ISD
7071 F.M. 2101
Quinlan, Texas 75474

Dear Dr. Sweeney:

I am pleased to submit this letter supporting your initiative to establish an open-enrollment charter school in partnership with the Phoenix School in Greenville. Boles ISD has an excellent reputation for serving disadvantaged and at-risk students.

On behalf of the Northeast Texas Partnership at Texas A&M Commerce, please know that we stand ready to assist you in your endeavor and commend you for pursuing this partnership.

Sincerely,

Mary Hendrix
Director

Instructional Technology
P.O. Box 3011, Commerce, Texas 75429-3011 (903) 886-5992 Fax: (903) 5991



HUNT COUNTY

POST OFFICE BOX 1042 • GREENVILLE, TEXAS 75403-1042

TAX ASSESSOR-COLLECTOR
JOYCE J. BARROW
(903) 408-4150
FAX (903) 408-4295
E-MAIL--hctax@koyote.com

March 7, 2000

Dr. Graham Sweeney
Superintendent
Boles ISD
7071 FM 2101
Quinlan, TX 75474

Dear Dr. Sweeney:

What a "Grand Futuristic Idea"...and so needed in Hunt County. Let me know what I can do as an elected official. You have my total support for this project.

Sincerely,


Joyce J. Barrow
Hunt County Tax Assessor-Collector

January 21, 2000

To Whom It May Concern:

For over 35 years I have had the privilege of knowing Dr. Sweeney on a personal and professional basis. During this period Dr. Sweeney has been a loyal and trusted friend and advisor as well an exceptionally effective administrator in his professional endeavors. Of primary interest to you would be an awareness that he is highly analytical, versatile and possess the ability of implementing creative solutions for complex problems in a financially fiscal manor.

Over the span of his career as a classroom educator and administrator, Dr. Sweeney has been a diligent steward in advancing the educational accomplishments of students ranging form primary to university level. His ability to locate available resources and effectively use these resources to promote educational undertakings is unprecedented. He is on a continual mission in an attempt to find new methods and resources that promote the education of his students.

Dr. Sweeney has had a profound impact on those associated with him. His good nature and energetic personality is often addictive. From a personal prospective he has always provided me with support and guidance in both good and hard times. Over the years I have watched in amazement as he has provided that same support for others including his family, staff and professional affiliations. His ability to make one feel at ease and important is extremely impressive and serves him well.

Dr. Sweeney had never been shy when it comes to asking questions or soliciting help. He is extremely adept at getting individuals to volunteer their time and resources that he is committed to. With Dr. Sweeney the words volunteer or free are tremendously important, as he is very diligent when it come to wasting valuable time or financial resources. Even I have not escaped this constant search for additional resources. Presently I am acting as a volunteer advisor in the development of a 200-acre environmental center, which is located adjacent to the campus of the Boles School district.

Realizing that a written biography cannot adequately communicate the benefits that Dr. Sweeney could provide I am navailable to discuss any additional factors that would assist you in your decision. If you have any questions you may contact me at 313-792-6034.

Sincerely,

John W. Dourjalian



John C. McConnell, M.D.

Diplomate American Board of Orthopaedic Surgery

Business Correspondence
4725 Wellington Street
Greenville, Texas 75401

Central Phone and Scheduling
Metro Phone 903/450-4242
Metro Fax 903/450-1218

May 5, 2001

Ms. Vicki Glasscock, Administrator
Phoenix School
8501 Jack Finney Blvd.
Greenville, Texas 75402

Dear Ms. Glasscock,

I understand Phoenix School is becoming a charter school. I congratulate you. I believe that this will be a positive addition, which will benefit our community.

Sincerely,

John C. McConnell, M.D.
JCM/lw

EXHIBIT F

00185

4725 Wellington Street
Greenville, Texas 75401
Metro Phone 903/450-4242
Metro Fax 903/450-1218

St. Paul Clinic
5950 Harry Hines Blvd.
Professional Building One, Suite 1012
Dallas, Texas 75231

January 20, 2000

Mr. Paul Mathews
5309 Windy Hill
Greenville, TX 75402
(903)455-5389

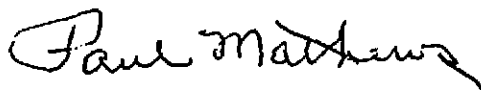
To Whom it May Concern:

Being a State School Board Member for 34 years I have seen and experienced many noble attempts to school the at-risk children of our communities. I am now honored to be in support of Dr. Graham Sweeney as he strives to create a new Open-enrollment Charter School in partnership with Timberlawn Hospital in Dallas.

Boles ISD is entirely capable of serving children with emotional problems. They have successfully started their own Alternative Education Program at Boles for the children of that community and currently 80% of all students enrolled at Boles ISD are transfers.

I believe this plan deserves the endorsement of all involved with the education of our children.

Sincerely:



Mr. Paul Mathews

Drummond
April 1, 2000

**NOTICE OF INTENT TO APPLY FOR
OPEN-ENROLLMENT CHARTER SCHOOL**

The Boles Independent School District is applying to the State Board of Education for approval to operate an open-enrollment charter school ("charter school") to be located in Hunt County. Charter schools are public schools established by nonprofit organizations, institutions of higher education, or governmental entities. These schools are publicly funded and are free from many state regulations that apply to other public schools. The following descriptive information about the proposed school is being provided for the benefit of the community in which the school would be located if approved:

*Name of the sponsoring entity proposing the charter school: Boles Independent School District

*Chief Executive Officer of the proposed school: Dr. Graham Sweeney, Boles ISD Superintendent

*The Boles ISD Board Members are the same for the proposed school.
The Boles ISD Board Members are:

- Ms. Linda Pitts, Board President
- Mrs. Alecia Boyd, Secretary Mr. Mark DeYoung, Vice President
- Mr. Mike Domenici Mr. David Milner
- Mr. Tage Ockerstrom Mr. Gary Pitts

*Board members of the school operating board will operate as a Site Based Decision-Making Advisor Committee.
Board members of the school operating board are:

- Vicki Glasscock, Administrator
- John McCrary, President Maxine Thomas, Vice President
- Mary Gannaway, Secretary Lori Olach, Treasurer
- Larry McKinney Marc Coker

*The proposed location of the school is The Phoenix School located at 8501 Jack Finney Blvd., Greenville, TX with two proposed future satellite sites.

*Brief description of the school:

The Phoenix Charter School will be, like its predecessor The Phoenix School, an educational institution committed to personalized instruction —one that helps each child develop to his or her full potential in an atmosphere where knowledge can thrive.

The Phoenix Charter School will enhance what the Phoenix School began by offering Greenville and the surrounding areas with an outstanding educational program. The school is housed in two buildings on seven beautiful acres. Certified and highly trained teachers instruct students in a cheerful setting of enthusiasm and excitement. At the same time they develop the academic skills needed to insure a future of success, students experience activities that are carefully matched to their age, interest and abilities.

The Phoenix Charter School will serve children from Hunt and surrounding counties with a full complement of core academic subjects and enrichment activities, including foreign language, computer, and fine arts. The school will continue to enhance its far-reaching and an excellent reputation for early childhood and elementary schools. The teachers are known to be caring and extremely competent. For 13 years the Phoenix School has been the creative alternative in Greenville, and it will continue to build on that foundation as a Texas Charter School.

The Phoenix Charter School, for the first year, will serve approximately 100-200 children in grades Pre-K through 6th. In the school year 2002-2003 the school will add 7th and 8th grades and should double in size. It is anticipated that by the 2003-2004 school year Phoenix will have approximately 400-800 students and will serve grades Pre-K through 12th.

*Opening date if approved: August 1, 2001

The State Board of Education invites comments about any aspect of the proposed school or its sponsoring entity. Comments must be communicated in the form of a signed letter directed to the State Board of Education. Only letters specifically addressing a proposed school will be considered by the board. Letters may be sent to the following address: Texas Education Agency, Division of Charter Schools, 1701 N. Congress, Austin, Texas 78701.

**BOARD LEGAL STATUS:
POWER AND DUTIES**

The Phoenix School Board derives its legal status from the Texas Constitution and state legislature through the Texas Nonprofit Corporation Act. In discharging its duties the board shall function in accordance with applicable state and federal statutes, controlling court decisions, and applicable regulations promulgated pursuant to statute by state and federal agencies. Opinions of the Attorney General shall be used for guidance in interpretation of applicable law. The Board shall constitute a corporate body and shall have the power to govern and oversee the management of the Open-Enrollment Charter school. *The Phoenix School Bylaws 1.02*

00183

**BOARD LEGAL STATUS:
POWER AND DUTIES**

All powers and duties not specifically delegated by statute to TEA or the State Board are reserved for the Board.

The Board has the legal power to:

GOVERN

1. Govern and oversee the management of the charter school. *The Phoenix School Bylaws 4.01*

ADOPT RULES

2. Adopt rules and bylaws. *The Phoenix School Bylaws 12.01*

**PLANNING AND
DECISION MAKING
PROCESS**

3. Adopt a policy to establish a campus level planning and decision making process. *The Phoenix School Bylaws 4.04*

ANNUAL BUDGET

4. Adopt a budget for the next succeeding fiscal year. *The Phoenix School Bylaws 4.04*

ANNUAL AUDIT

5. Have Corporate fiscal accounts audited at corporate expense by a Texas certified or public account holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year. *The Phoenix School Bylaws 7.03*

BEQUESTS

6. Receive bequests and donations or other monies or funds coming legally into the hands in the name of the charter. *The Phoenix School Bylaws 6.03*

DEPOSITORY

7. Select a depository for charter funds. *The Phoenix School Bylaws 6.02*

**BOARD LEGAL STATUS:
POWER AND DUTIES**

- ACQUIRE PROPERTY** 8. Acquire and hold real and personal property in trust for the use of the students of the charter school. *The Phoenix School Bylaws 5.05*
- LEASE PERSONAL PROPERTY** 9. Execute, perform, and make payments under contracts, which may include leases, leases with purchase option(s), or installment purchases, with any person for the use, acquisition, or purchases of any personal property, or the financing thereof. The contracts shall be on terms and conditions that are deemed appropriate by the Board in accordance with state law. *The Phoenix School Bylaws 5.05*
- SELL PROPERTY** 10. Authorize the sale of any property, held in trust for the charter school. *The Phoenix School Bylaws 5.05*
- EMPLOY PERSONNEL** 11. Adopt a policy providing for the employment and duties of charter personnel. *The Phoenix School Bylaws 6.01*
- SUE AND BE SUED** 12. Sue and be sued in the name of the charter. *The Phoenix School Bylaws 4.01*

**BOARD MEMBERS:
ELIGIBILITY/QUALIFICATIONS**

**GENERAL
QUALIFICATIONS**

To hold office a Board member must:

1. Be nominated by a group with seats open on the Board. *The Phoenix School Bylaws 4.03*
2. Serve without compensation. *The Phoenix School Bylaws 4.08*
3. Be approved by a two-thirds (2/3) vote of the Board of Directors. *The Phoenix School Bylaws 2.02*

Various groups from throughout the school select the Phoenix School Board of Directors. These groups chose nominees from parents, guardians, and community members. They seek to find someone who will best represent the goals of the school.

**BOARD MEMBERS:
ELECTIONS**

NUMBER AND TERM

The Board consists of seven directors serving terms ranging from one to three years. One to two members will be replaced each year. The bylaws shall state the schedule on which specific terms expire. *The Phoenix School Bylaws 4.02*

ELECTION METHOD

Each year on the last Tuesday of May the Phoenix School Board will meet to elect new members to the Board. Those members will have been nominated by various groups within the school to fill openings on the board. It is possible to have more than one nomination for each open seat. *The Phoenix School Bylaws 3.01*

NOTICE

Any meeting at which an election of new Board members will take place shall be posted pursuant to the Texas Open Meetings Act, Texas Government Code 551.001 et seq. *The Phoenix School Bylaws 11.01*

**DETERMINATION OF
RESULTS**

The nominees receiving at least two-thirds (2/3) of the votes shall fill the terms that are expiring. *The Phoenix School Bylaws 2.02*

BOARD MEMBERS
VACANCIES AND REMOVAL FROM OFFICE

VACANCY

Any vacancy or vacancies occurring on the Board, whether by death, resignation or removal shall be filled by the remaining board members for the unexpired term of his/her predecessor in office. . *The Phoenix School Bylaws 4.07*

RESIGNATION

Any member may resign from the Board by submitting a written resignation to the Board Secretary. The resignation need not be accepted by the Board to be effective. . *The Phoenix School Bylaws 2.05*

REMOVAL FROM
OFFICE

Board members may be removed from office for good cause, which includes a material and serious violation of the Corporation's articles of incorporation, bylaws, or rules of law. Before removal of a Board member may occur the member must be given adequate notice and an opportunity to be heard at a hearing. . *The Phoenix School Bylaws 4.09*

**INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION:
TEXTBOOK SELECTION AND ADOPTION**

LOCAL ADOPTION POLICY

The Board shall receive recommendations from the Administrator and put the final selections to a vote no later than the May Board meeting. Final selections shall not be subject to reconsideration during the original contract or re-adoption cycle covering the instructional materials selected, except when the Board agrees that the Phoenix Charter School will bear the cost of replacement instructional materials.

FOUNDATION TEXTBOOKS

Textbooks will be selected from the State Board conforming list or the nonconforming list when at all possible. Textbooks will be selected with the following objectives:

1. Effectiveness in conveying subject matter;
2. Compatibility with the Phoenix School philosophy of education and mission statement;
3. Coordination with TEKS and TAAS objectives;
4. Availability of teacher resources and support.

MAXIMUM COST

If the Board selects instructional materials priced above the maximum cost to the state established in the proclamation, the minutes of the Board meeting shall reflect the Phoenix School's agreement to bear responsibility for the portion of the cost above the state maximum. *19 TAC 66.104(b)*

ENRICHMENT TEXTBOOKS

The Board may select textbooks for courses in the enrichment curriculum from the conforming or the nonconforming list, or it may select curriculum that does not appear on either list.

MATERIALS NOT ON LIST

If the Board selects a book for a course in the enrichment curriculum and grade level that is not on either of the State Board lists, the state shall pay the lesser of:

1. 70% of the total actual cost to the School of the books;
2. 70% of the maximum cost permitted under the *Education Code 31.025*.

The applicable quota for adopted materials in the subject shall be the basis for determining instructional materials needed by the Phoenix Charter School. Funds received from the state for the purchase of

textbooks may be used only to purchase textbooks ratified by the Board and for which funds are received; the Phoenix Charter School bears the costs not covered by the state.

19 TAC 66.104(c), (d)

LOCAL FUNDS

The Phoenix Charter School may use local funds to purchase any textbooks in addition to those selected under *Education Code Chapter 31.106*.

ANCILLARY MATERIALS

Selection and use of ancillary materials are at the discretion of the Board. *19 TAC 66.104(d)*

BRAILLE/LARGE-TYPE

If the Phoenix Charter School selects non-adopted instructional materials for enrichment subjects, it is also responsible for providing Braille and/or large-type versions of the material where indicated for a student's special needs. *19 TAC 66.104 (d)*

**NON-ADOPTED
INSTRUCTIONAL
MATERIALS**

The Phoenix Charter School shall use non-adopted instructional materials during the contract period for conforming and non-conforming instructional materials adopted by the SBOE in the subject area.

19 TAC 66.104 (f)

**HUMAN SEXUALITY
MATERIALS**

Any course relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) shall be selected by the Board with the advice of the local health education advisory council. *Education Code 28.004 (a)*

**ACADEMIC ACHIEVEMENT:
GRADUATION**

MINIMUM PROGRAM The Minimum Program shall become available for freshmen beginning in the 1997-98 school year. In addition to the 22 credits required by the state for graduation in the Minimum Program, the District shall require 2 credits, for a total of 24. The additional credits shall be electives.

RECOMMENDED PROGRAM The Recommended Program shall become available for freshmen beginning in the 1997-98 school year. The District requires no additional credits beyond those mandated by the state.

DISTINGUISHED ACHIEVEMENT PROGRAM The Distinguished Achievement Program shall become available for freshmen beginning in the 1997-98 school year. The District requires no additional credits beyond those mandated by the state.

PHYSICAL EDUCATION WAIVER The District has chosen to allow students to substitute certain physical activities for the 1.5 required credits of physical education. Such substitutions shall be based on the physical activity involved in:

1. Drill team, marching band, and cheerleading during the fall semester.
2. Reserve Officer Training Corps (ROTC).
3. Athletics.
4. Dance I-IV.
5. Two- or three-hour block vocational gainful employment credits.

OLYMPIC-CALIBER PHYSICAL ACTIVITY PROGRAMS The District has chosen to award state credit for physical education for appropriate private or commercially-sponsored physical activity programs conducted either on or off campus, upon approval by the commissioner of education.

READING CREDITS The District has chosen to offer up to 3 credits of reading improvement for state graduation credit. The Superintendent or designee shall be responsible for establishing procedures to assess individual student needs and evaluate student progress, and shall monitor instructional activities to ensure that student needs are met. Students shall be identified as eligible to earn reading improvement credit based on:

1. Recommendation by teacher or counselor.
2. Scores on assessment instruments and/or achievement tests.

**ACADEMIC ACHIEVEMENT:
GRADUATION**

Except as provided below, students may complete any of the following programs that are offered by the District during the transition years 1996-97 through 1998-99:

- Exhibit A: Regular High School Program — 1 page
 - Exhibit B: Advanced High School Program — 2 pages
 - Exhibit C: Minimum High School Program — 2 pages
 - Exhibit D: Recommended High School Program — 3 pages
 - Exhibit E: *Distinguished Achievement Program* — 3 pages
-

Exceptions: Effective with the 1999-2000 school year, students must complete one of the following programs for graduation:

1. Minimum High School Program
(Required for 1997-98 ninth grade and thereafter)
 2. *Recommended High School Program*
 3. *Distinguished Achievement Program*
(Advanced High School Program)
-

ACADEMIC ACHIEVEMENT:
GRADUATION

REGULAR HIGH SCHOOL PROGRAM (EXPIRES 1999-2000)

	<u>Credit Equivalent</u>
<u>English Language Arts</u>	4
<p>English I, II, III, <i>Correlated Language Arts I (if taken prior to 1992-93) or Correlated Language Arts II, III (if taken prior to 1993-94)</i>. The fourth credit may be English IV, English IV (Academic), <i>Correlated Language Arts IV (if taken prior to 1993-94)</i>, Introduction to Speech Communication, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communication, Debate, Journalism, concurrent enrollment in a college English course, or College Board Advanced Placement Literature and Composition. A maximum of 2 of the 4 credits of English required for graduation may be English as a second language (ESL). All credits earned in ESL that is not counted toward the graduation requirement in English may be counted as electives in meeting state graduation requirements.</p>	
<u>Mathematics</u>	3
<p>May include Fundamentals of Mathematics or Consumer Mathematics (if taken prior to 1992-93) or Pre-Algebra (if taken prior to 1996-97).</p>	
<u>Science</u>	2
<p>May include Introductory Physical Science (if taken prior to 1992-93) or Applied Biology (if taken prior to 1993-94).</p>	
<u>Social Studies</u>	2.5
<p>World History Studies or World Geography Studies (1 credit), United States History (1 credit), United States Government (.5 credit).</p>	
<u>Economics with emphasis on free enterprise system and its benefits</u>	.5
<u>Physical Education*</u>	1.5
<p>Students may earn no more than 2 units of credit toward state graduation requirements in physical education.</p>	
<u>Health education</u>	.5
<u>Electives (Total)</u>	7
<u>Total Credits for Regular High School Program</u>	21

* The Board may allow a student to substitute certain physical activities for the required credits of physical education. Substitutions must be based on physical activity involved in drill team, marching band, and cheerleading during the fall semester; Reserve Officer Training Corps (ROTC); athletics; Dance I-IV; and 2- or 3-credit career and technology education work-based training courses. The District may award up to 2 credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus, with approval by the commissioner.

19 TAC 75.151(b)-(d); as continued in effect by 19 TAC 74.11(g)

ACADEMIC ACHIEVEMENT:
GRADUATION

ADVANCED HIGH SCHOOL PROGRAM (EXPIRES 1998-99)

	<u>Credit Equivalent</u>
<u>English Language Arts</u>	4
English I, II, III. [ESL I and II may be substituted for English I and II] The fourth credit may be English IV, English IV Honors, English IV (Academic), English IV (Academic) Honors, or College Board Advanced Placement English Literature and Composition.	
<u>Second Language</u>	2
2 credits (Level I and Level II) from the same language.	
<u>Mathematics</u>	3
Must consist of Algebra I, Algebra II, and geometry.	
<u>Science</u>	3
Must be selected from: Physical Science or Science III, Biology I or Science IV, Biology II, Chemistry I, Chemistry II, Physics I, Physics II, geology, meteorology, astronomy, Aquatic Science, Environmental Science, or anatomy and physiology.	
<u>Social Studies</u>	2.5
World History Studies or World Geography Studies (1 credit), United States History (1 credit), United States Government (.5 credit)	
<u>Economics with emphasis on free enterprise system and its benefits</u>	.5
<u>Physical Education*</u>	1.5
Students may earn no more than 2 credits toward state graduation requirements in physical education.	
<u>Health Education</u>	.5
<u>Technology Applications</u>	1
May include Computer Mathematics, Business Computer Applications I or II, Business Computer Programming I or II, Computer Science I or II, Business Information Processing, and Microcomputer Applications.	
<u>Fine Arts or Speech</u>	1
<u>Electives (Total)</u>	3
<u>Total Credits for Advanced High School Program</u>	22

Courses Taken Prior To 1996-97

A student shall receive credit for any of the following courses taken prior to 1996-97: precalculus, trigonometry, Elementary Analysis, Analytic Geometry, Computer Mathematics I, Computer Mathematics II, Probability and Statistics, calculus, Number Theory, Linear Algebra, Linear Programming, History of Mathematics, Survey of Mathematics, Laboratory Management, Physiology and Anatomy, or Computer Mathematics.

**ACADEMIC ACHIEVEMENT:
GRADUATION**

MINIMUM HIGH SCHOOL PROGRAM

(For students who entered the ninth grade in 1997-98 and for those students entering the ninth grade in 1998-1999 and thereafter)

	<u>Credit Equivalent</u>
<u>English Language Arts</u>	4
Must consist of English I, II, and III (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II for immigrant students with limited English proficiency only). The fourth credit may be English IV, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communication, journalism, or concurrent enrollment in a college English course.	
<u>Mathematics</u>	3
Must include Algebra I	
<u>Science</u>	2
Must include 1 credit from biology, chemistry, or physics	
<u>Social Studies</u>	2.5
Must consist of World History Studies or World Geography Studies (1 credit), United States History Studies Since Reconstruction (1 credit), and United States Government (0.5 credit)	
<u>Academic Elective</u>	1
Must be selected from World History Studies, World Geography Studies, or any science course approved by the State Board of Education	
<u>Economics with emphasis on free enterprise system and its benefits</u>	.5
<u>Physical Education*</u>	1.5
Must include Foundations of Personal Fitness (0.5 credit) Students may earn no more than 2 credits toward state graduation requirements in physical education.	
<u>Health Education (0.5 credit) or Health Science Technology (1 credit)</u>	.5
<u>Speech</u>	.5
Communication Applications, Speech Communication, Public Speaking, Debate, or Oral Interpretation.	
Please note: ninth grade students who took Introduction to Speech in the 1997-98 school year will have met this requirement.	
<u>Technology Applications</u>	1
All courses in 19 TAC Chapter 126 (relating to TEKS for Technology Applications);	

**ACADEMIC ACHIEVEMENT:
GRADUATION**

RECOMMENDED HIGH SCHOOL PROGRAM

(for students entering ninth grade beginning in 1998–1999)

Academic Core Components

	<u>Credit Equivalent</u>
<u>English</u>	4
Must consist of English I, English II, English III, English IV (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II for immigrant students with limited English proficiency only.)	
<u>Mathematics</u>	3
Must consist of Algebra I, Algebra II, and geometry	
<u>Science</u>	3
Students may choose 3 credits from four areas, with not more than 1 credit from each area. All students who wish to complete the recommended high school program are encouraged to take biology, chemistry, and physics. The four areas are:	
<ol style="list-style-type: none">1. Integrated Physics and Chemistry2. Biology, AP Biology, or IB Biology3. Chemistry, AP Chemistry, or IB Chemistry4. Physics, Principles of Technology I, AP Physics, or IB Physics	
<u>Social Studies</u>	3.5
World History Studies (1 credit), World Geography Studies (1 credit), United States History Studies Since Reconstruction (1 credit) and United States Government (0.5 credit)	
<u>Economics with emphasis on free enterprise system and its benefits</u>	.5
<u>Languages other than English</u>	2
Must consist of Level I and Level II of the same language.	
<u>Health (0.5 credit) or Health Science Technology (1 credit)</u>	.5
<u>Fine Arts</u>	1
<u>Physical Education*</u>	1.5
Must include Foundations of Personal Fitness (0.5 credit)	
<u>Technology Applications</u>	1
All courses in 19 TAC Chapter 126;	

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**ACADEMIC ACHIEVEMENT:
GRADUATION**

* The Board may allow a student to substitute certain physical activities for the required credits of physical education, including the 0.5 credit of Foundations of Personal Fitness. Substitutions must be based on physical activity involved in drill team, marching band, and cheerleading during the fall semester; Reserve Officer Training Corps (ROTC); athletics; Dance I-IV; and 2-or 3-credit career and technology work-based training courses. The District may award up to 2 credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus, with approval by the commissioner.

19 TAC 74.12

**ACADEMIC ACHIEVEMENT:
GRADUATION**

EXHIBIT E

**ADVANCED HIGH SCHOOL PROGRAM
(DISTINGUISHED ACHIEVEMENT PROGRAM)
[applies beginning in the 1999–2000 school year]**

To complete "academic core components," students must demonstrate proficiency in the following:

	<u>Credit Equivalent</u>
<u>English</u>	4
Must consist of English I, English II, English III, and English IV (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II for immigrant students with limited English proficiency only).	
<u>Mathematics</u>	3
Must consist of Algebra I, Algebra II, and geometry	
<u>Science</u>	3
3 credits to be chosen from four areas, with not more than 1 credit from each of the four areas. All students who wish to complete the distinguished achievement program are encouraged to take biology, chemistry, and physics. The four areas are:	
1. Integrated Physics and Chemistry	
2. Biology, AP Biology, or IB Biology	
3. Chemistry, AP Chemistry, or IB Chemistry	
4. Physics, Principles of Technology I, AP Physics, or IB Physics	
<u>Social studies</u>	3.5
World History Studies (1 credit), World Geography Studies (1 credit), United States History Studies Since Reconstruction (1 credit) and United States Government (0.5 credit)	
<u>Economics with emphasis on free enterprise system and its benefits</u>	.5
<u>Languages other than English</u>	3
Level I, Level II, and Level III of the same language	
<u>Health (0.5 credit) or Health Science Technology (1 credit)</u>	.5
<u>Fine Arts</u>	1
Any course listed in 19 TAC 117 (TEKS for Fine Arts)	
<u>Physical Education*</u>	1.5
Must include Foundations of Personal Fitness (0.5 credit)	
<u>Technology Applications</u>	1
All courses in 19 TAC Chapter 126;	

**ACADEMIC ACHIEVEMENT:
GRADUATION**

Substitution

College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate academic areas. Credit may also be awarded without prior instruction through credit by examination. No other substitutions shall be allowed.

*The Board may allow a student to substitute certain physical activities for the required credits of physical education, including the 0.5 credit of Foundations of Personal Fitness. Substitutions must be based on physical activity involved in drill team, marching band, and cheerleading during the fall semester; Reserve Officer Training Corps (ROTC); athletics; Dance I-IV; and 2- or 3-credit career and technology work-based training courses. The District may award up to 2 credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus, with approval by the commissioner.

Advanced Measures

A student also must receive any combination of four of the following advanced measures. Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process. The advanced measures are as follows:

1. An original research/project that is:
 - a. Judged by a panel of professionals in the field that is the focus of the project; or
 - b. Conducted under the direction of mentor(s) and reported to an appropriate audience; and
 - c. Related to the required curriculum set forth in 19 TAC 74.1 (relating to Essential Knowledge and Skills);
2. Test data in which a student receives:
 - a. A score of three or above on the College Board Advanced Placement examination.
 - b. A score of four or above on an International Baccalaureate examination; or
 - c. A grade of 3.0 or higher on courses that count for college credit, including tech prep programs.
 - d. A score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of the College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

19 TAC 74.13

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Date Given Employee: _____
Date Employee Returned: _____

One-Year Probationary Contract
Certified Classroom Teacher

The BOARD OF DIRECTORS, (hereinafter, Board) of Phoenix Charter School hereby employs the undersigned professional Employee, _____, and Employee accepts employment on the following terms and conditions:

1. Employee shall be employed on a _____ monthly basis for the school year 20__ - 20__ according to the hours and dates set by the District as they exist or may hereafter be amended.
2. The Board shall pay Employee in twelve installments an annual salary according to the compensation plan, compensation shall not be less than the applicable amount prescribed on the salary schedule adopted by the Board of Directors. Employee's salary includes consideration for any assigned duties, responsibilities, and tasks, except as provided in the Charter's supplemental duty schedule.
3. This contract does not cover assignments of or payments for supplemental duties. Any such payments are not included as part of the annual salary under this contract. This contract does not create property right to continued employment in any supplemental duty.
4. Employee shall be subject to assignment and reassignment of positions or duties, additional duties, changes in responsibilities or work, transfers, or reclassification at any time during the contract term.
5. Employee shall comply with, and be subject to, state and federal law and Charter policies, rules, regulations, and administrative directives as they exist or may hereafter be amended. Employee shall faithfully perform to the satisfaction of the Charter all duties set forth in the job description or as assigned.
6. This contract is conditioned on Employee's satisfactorily providing the certification, service records, teaching credentials, and other records and information required by the law, the Texas Education Agency, the State Board for Educator Certification, the State Board of Education, or the Charter. Failure of Employee to maintain certification in the position(s) assigned may be grounds for discharge. False statements, misrepresentations, omissions of requested information, or fraud by Employee in or concerning any required records or in the employment application may be grounds for discharge. Employee hereby represents that he/she has made written disclosure to the Charter of any conviction for a felony or an offense involving moral turpitude.
7. Employee shall satisfactorily submit or account for all grades, reports, school equipment, or other required items at the end of the contract term. Employee agrees that the last salary payment under this contract is conditioned upon receipt from Employee of all such items.

Exhibit K

00205

8. In accordance with Texas Education Code, Chapter 21, Subchapters C and F, the Board may terminate this contract and discharge Employee or suspend Employee without pay during the term of this contract for good cause as determined by the Board. Good cause is defined as the failure to meet the accepted standards of conduct for the profession as generally recognized and applied in similarly situated school districts in this state. A suspension without pay may not extend beyond the end of the school year.
9. A determination by the Board that a financial exigency or programs change requires that the contracts of employees be terminated during the contract term constitutes good cause for dismissal. Financial exigency, as used herein, means any event or occurrence that creates a need for the district to reduce financial expenditures for personnel including, but not limited to, a decline in the Board's financial resources, a decline in enrollment, a cut in funding, a decline in tax revenues, or an unanticipated expense or capital need. Program change, as used herein, means any elimination, curtailment, or reorganization of a curriculum offering, program, or school operation. Program change includes, but is not limited to, a change in curriculum objectives, a modification or reorganization of staffing patterns, or district-wide, a redirection of financial resources to meet the educational needs of the students, a lack of student response to a particular course offering, legislative revisions to programs, or a reorganization or consolidation of two or more individual schools or school districts.
10. Employment in federally or categorically funded positions is expressly conditioned upon the availability of full funding for the position.
11. The Board has not adopted any policy, rule, regulation, law, or practice providing for tenure. No right of tenure or any other contractual obligation or other expectancy of continued employment or claim of entitlement is created beyond the contract term.
12. The Board may terminate the employment of Employee in accordance with state law and board policy at the end of the contract term set forth herein, if in the judgment of the Board, the best interests of the Charter will be served by terminating the employment. The Board's decision to terminate the employment of Employee at the end of the contract term shall be final and may not be appealed.
13. Employee shall serve a probationary period as provided in Texas Education Code, Chapter 21, Subchapter C, for a maximum of three school years of continuous employment in the Charter unless, during the third year of Employee's probationary contract, the Board determines it is doubtful whether Employee should be given a continuing or term contract. In that event, Employee shall serve a fourth probationary year. However, the probationary period shall be a maximum of one year for an Employee who has been employed as a full-time professional, certified employee, or nurse in public education for at least five of the eight years prior to initial employment in the Charter. For qualifying staff members employed by the Phoenix Elementary, Boles ISD during the school year 2000-2001, that year shall count towards probationary period.
14. Employee may be released from this contract only in accordance with Texas Education Code §21.105 or with Charter approval, pursuant to local policy. Upon such release, the Board shall continue to make regular payroll disbursements to Employee until any due and owing salary amount is fully paid.

Exhibit K

00206

15. This contract is subject to all applicable federal and state laws, rules, and regulations. Invalidation of any portion of this contract under the laws of the State of Texas or of the United States shall not affect the validity of the remainder of the contract.
16. This contract combines and supersedes all prior agreements and representations concerning employment. No amendments to this contract shall be binding unless reduced to writing and signed by both parties.
17. This offer of employment for the 20__ - 20__ school year shall expire unless this contract is signed and returned to the Administrator on or before _____. Failure to return the signed contract by this date shall constitute a rejection of the employment offer and current employment, if any, shall terminate at the end of the existing contract term.

I have read this contract and agree to abide by its terms and conditions:

Employee Date

By: _____
President, Board of Directors Date

Date Given Employee: _____
Date Employee Returned: _____

One-Year Term Contract
Certified Classroom Teacher

The BOARD OF DIRECTORS, (hereinafter, Board) of Phoenix Charter School hereby employs the undersigned professional Employee, _____, and Employee accepts employment on the following terms and conditions:

1. Employee shall be employed on a ___ monthly basis for the school year 20__ - 20__ according to the hours and dates set by the District as they exist or may hereafter be amended.
2. The Board shall pay Employee in twelve installments an annual salary according to the compensation plan, compensation shall not be less than the applicable amount prescribed on the salary schedule adopted by the Board of Directors. Employee's salary includes consideration for any assigned duties, responsibilities, and tasks, except as provided in the Charter's supplemental duty schedule.
3. This contract does not cover assignments of or payments for supplemental duties. Any such payments are not included as part of the annual salary under this contract. This contract does not create property right to continued employment in any supplemental duty.
4. Employee shall be subject to assignment and reassignment of positions or duties, additional duties, changes in responsibilities or work, transfers, or reclassification at any time during the contract term.
5. Employee shall comply with, and be subject to, state and federal law and Charter policies, rules, regulations, and administrative directives as they exist or may hereafter be amended. Employee shall faithfully perform to the satisfaction of the Charter all duties set forth in the job description or as assigned.
6. This contract is conditioned on Employee's satisfactorily providing the certification, service records, teaching credentials, and other records and information required by the law, the Texas Education Agency, the State Board for Educator Certification, the State Board of Education, or the Charter. Failure of Employee to maintain certification in the position(s) assigned may be grounds for discharge. False statements, misrepresentations, omissions of requested information, or fraud by Employee in or concerning any required records or in the employment application may be grounds for discharge. Employee hereby represents that he/she has made written disclosure to the Charter of any conviction for a felony or an offense involving moral turpitude.
7. Employee shall satisfactorily submit or account for all grades, reports, school equipment, or other required items at the end of the contract term. Employee agrees that the last salary payment under this contract is conditioned upon receipt from Employee of all such items.

Exhibit K

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8. In accordance with Texas Education Code, Chapter 21, Subchapters E and F, the Board may terminate this contract and discharge Employee or suspend Employee without pay during the term of this contract for good cause as determined by the Board. Good cause is defined as the failure to meet the accepted standards of conduct for the profession as generally recognized and applied in similarly situated school districts in this state. A suspension without pay may not extend beyond the end of the school year.
9. A determination by the Board that a financial exigency or programs change requires that the contracts of employees be terminated during the contract term constitutes good cause for dismissal. Financial exigency, as used herein, means any event or occurrence that creates a need for the district to reduce financial expenditures for personnel including, but not limited to, a decline in the Board's financial resources, a decline in enrollment, a cut in funding, a decline in tax revenues, or an unanticipated expense or capital need. Program change, as used herein, means any elimination, curtailment, or reorganization of a curriculum offering, program, or school operation. Program change includes, but is not limited to, a change in curriculum objectives, a modification or reorganization of staffing patterns, or district-wide, a redirection of financial resources to meet the educational needs of the students, a lack of student response to a particular course offering, legislative revisions to programs, or a reorganization or consolidation of two or more individual schools or school districts.
10. Employment in federally or categorically funded positions is expressly conditioned upon the availability of full funding for the position.
11. The Board has not adopted any policy, rule, regulation, law, or practice providing for tenure. No right of tenure or any other contractual obligation or other expectancy of continued employment or claim of entitlement is created beyond the contract term.
12. The Board may terminate the employment of Employee in accordance with state law and board policy at the end of the contract term set forth herein, if in the judgment of the Board, the best interests of the Charter will be served by terminating the employment. The Board's decision to terminate the employment of Employee at the end of the contract term shall be final and may not be appealed.
13. Renewal or nonrenewal of this contract shall be in accordance with Texas Education Code, Chapter 21, Subchapter E; and Board policy.
14. Employee may be released from this contract only in accordance with Texas Education Code §21.210 or with Charter approval, pursuant to local policy. Upon such release, the Board shall continue to make regular payroll disbursements to Employee until any due and owing salary amount is fully paid.
15. This contract is subject to all applicable federal and state laws, rules, and regulations. Invalidity of any portion of this contract under the laws of the State of Texas or of the United States shall not affect the validity of the remainder of the contract.
16. This contract combines and supersedes all prior agreements and representations concerning employment. No amendments to this contract shall be binding unless reduced to writing and signed by both parties.

Exhibit K

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17. This offer of employment for the 20__ - 20__ school year shall expire unless this contract is signed and returned to the Administrator on or before _____. Failure to return the signed contract by this date shall constitute a rejection of the employment offer and current employment, if any, shall terminate at the end of the existing contract term.

I have read this contract and agree to abide by its terms and conditions:

Employee

Date

By: _____

President, Board of Directors

Date

Exhibit K

00210

CODE OF ETHICS

Code of Ethics:

School educators shall at all times conduct themselves in compliance with the following Code of Ethics:

- Educators should strive to create an atmosphere that will nurture to fulfillment the potential of each student.
- Educators shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting their affairs, educators shall exemplify the highest standards of professional commitment.
- Educators shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.
- Educators shall not intentionally misrepresent official policies of his/her school or educational organization and shall clearly distinguish those views from his/her personal attitudes and opinions.
- Educators shall honestly account for all funds committed to his/her charge and shall conduct his/her financial business with integrity.
- Educators shall not use institutional or professional privileges for personal or partisan advantage.
- Educators shall accept no gratuities, gifts, or favors that impair professional judgment.
- Educators shall not offer any favor, service, or thing of value to obtain special advantage.
- Educators shall not falsify records, or direct or coerce others to do so.
- Educators, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional administrative or teaching practices and professional performance, and demonstrate competence.
- Educators shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications, and shall adhere to the terms of a contract or appointment.

Exhibit **K**

00211

- Educators shall not deliberately or recklessly impair his/her physical or mental health, or ignore social prudence, thereby affecting his/her ability necessary to perform the duties of his/her professional assignment.
- Educators shall organize instruction that seeks to accomplish objectives related to learning.
- Educators shall continue professional growth.
- Educators shall comply with written local school board policies, state regulations, and applicable state and Federal laws.
- Educators, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.
- Educators shall not reveal confidential information concerning colleagues unless disclosure serves professional purposes or is required by law.
- Educators shall not willfully make false statements about a colleague or the school system.
- Educators shall adhere to written local school board policies and state and federal laws regarding dismissal, evaluation, and employment practices.
- Educators shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- Educators shall not discriminate against, coerce, or harass a colleague on the basis of race, color, religions, national origin, age, sex, disability, or family status.
- Educators shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.
- Educators shall not use coercive means or promise special treatment in order to influence professional decisions or colleagues.
- Educators shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or Federal laws.
- Educators, in accepting a position of public trust, should measure success by the progress of each student toward realization of his/her potential as an effective citizen.
- Educators shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school board policy.
- Educators shall not intentionally expose the student to disparagement.

Exhibit K

00212

- Educators shall not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.
- Educators shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, or safety.
- Educators shall not deliberately distort facts.
- Educators shall not unfairly exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.
- Educators shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.
- Educators, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.
- Educators shall make reasonable effort to communicate to parents information that lawfully should be revealed in the interest of the student.
- Educators shall endeavor to understand community cultures, and relate the home environment of students to the school.
- Educators shall manifest a positive role in school public relations.

Exhibit **K**

Date Adopted: June 18, 2001

00213

POLICIES PERTAINING TO OUR EMPLOYEES

COMPENSATION, BENEFITS & PAY SCHEDULES

Compensation:

Employee compensation shall be based upon contract where applicable, or upon the approved pay schedule, as such may be amended from time to time. Employees are responsible for reviewing their own pay records and verifying the information and the appropriate amount of compensation described therein.

Employee Benefits:

Employee benefits as adopted yearly for full-time staff shall include:

1. Enrollment in the Texas Retirement System
2. Health benefits (Additional/optional benefits to include vision, dental, disability and life insurance)
3. State minimum salary schedule

COBRA Benefits:

As part of the health insurance benefits, continuation of coverage shall be offered pursuant to the Consolidated Omnibus Budget Reconciliation Act (COBRA). COBRA provides employees with an opportunity to continue health care insurance coverage when a "qualifying event" would ordinarily terminate the coverage. Some of the more common "qualifying events" include: death, resignation, termination, reduction in hours, leaves of absence, divorce, or loss of eligibility of a dependent. COBRA permits an employee to pay the full cost of coverage at the rates paid by the school plus an administrative fee.

Employees shall notify the school's group health insurance plan administrator within thirty (30) days of the death, termination, the reduction of hours of a covered employee, or of the eligibility of an employee for Medicare benefits.

Exhibit K
Date Adopted: June 18, 2001

00214

POLICIES PERTAINING TO OUR EMPLOYEES

EMPLOYEE COMPLAINTS, CONCERNS & GRIEVANCES

Employee Complaints, Concerns & Grievances:

Except for sexual harassment complaints where the supervisor is the subject of the complaint, all employees shall first bring their work-related complaints or concerns to their immediate supervisor. Complaints or concerns which are not resolved at the supervisory level may be brought to the attention of the School Administrator within 15 days of the day the employee knew of should have known of the complaint. The complaint or concern addressed to the Administrator must be in writing, must be specific, and where possible, suggest a resolution. The Administrator shall attempt to respond to all written complaints or concerns within 10 days of the receipt of the written complaint.

1. Employees who are dissatisfied with the response of the Administrator may make their complaint known in writing to the Board of Directors. The complaint shall be directed to the President of the Board of Directors, shall include a copy of the written complaint to the Administrator, and the Administrator's response. A copy of the complaint shall also be delivered to the Administrator. The President of the Board of Directors shall, at the next regular meeting of the Board, provide a copy of the complaint record to all Directors. Any action of the Board of Directors regarding the complaint shall be taken in compliance with the Open Meetings Act

Whistleblower Grievances:

Employees shall not suffer any adverse personnel action for having reported, in good faith, a violation of law or policy to an authority in a regulating, enforcing, investigating, or prosecuting branch of state or local government. Employees who believe that an adverse personnel action was taken in violation of this policy shall take immediate steps to have that action reviewed under the school grievance or employee complaint process. The School shall post a notice in a prominent place in the workplace as prescribed by the Attorney General advising employees of their Whistleblower rights.

Exhibit K

Date Adopted: June 18, 2001

00215

CONDUCT PROHIBITED BY PENAL CODE

Conduct Prohibited by Penal Code:

Employees in the performance of their duties shall not commit the offenses of:

- Bribery
- Coercion of Public Servant
- Improper Influence
- Gift to Public Servant
- Tampering With Government Record
- Abuse of Official Capacity
- Misuse of Official Information

as those violations are described in Chapters 37, 38, and 39 of the Penal Code.

Violations of this policy within or related to an employee's duties shall be grounds for disciplinary measures including termination of employment.

POLICIES PERTAINING TO OUR EMPLOYEES

**CONVICTION & REPORTING
OF CERTAIN CRIMES**

Conviction & Reporting of Certain Crimes:

All applicants for employment with the School shall reveal on their application for employment any and all convictions for felonies, or misdemeanors involving moral turpitude, including those for which the employee received probation or deferred adjudication.

All employees shall notify the School Administrator in writing of a conviction of any criminal act involving a controlled substance as defined by state and Federal law, or any criminal conviction of a felony or Class A or B misdemeanor within five (5) days of such conviction.

Violations of this or other school policy may result in disciplinary action including loss of employment.

Exhibit K
Date Adopted: June 18, 2001

00217

POLICIES PERTAINING TO OUR EMPLOYEES

CRIMINAL HISTORY CHECKS

Criminal History Checks:

Criminal history records of prospective volunteers and applicants for employment shall be obtained from a law enforcement or criminal justice agency pursuant to Texas Education Code § 22.083, and reviewed prior to employment or the commencement of volunteer service.

Pursuant to that same Section, criminal history checks of employees (or volunteers whose duties are regularly performed where students are present), may be obtained at any time during employment or service.

Criminal history records must be obtained and reviewed prior to the employment of any driver for student transportation either directly or through a commercial service. Criminal history checks of a bus monitor or bus aide employed through a commercial service must be obtained and reviewed through a commercial service. The Board of Directors of the school shall be informed of a criminal record of a conviction of a felony or misdemeanor involving moral turpitude and must affirmatively vote to employ such driver, monitor or aide.

Knowledge of a criminal history of any employee certified by the State Board for Educator Certification shall be reported to that board in writing.

Failure of any employee to disclose a conviction of a felony or misdemeanor involving moral turpitude prior to employment shall be grounds for discharge. Such discharge shall disqualify the employee for unemployment benefits.

Exhibit K

Date Adopted: June 18, 2001

00218

POLICIES PERTAINING TO OUR EMPLOYEES

DIETARY SUPPLEMENTS

Dietary Supplements:

No school employee shall knowingly sell, market, or distribute a dietary supplement that contains performance enhancing compounds to a student with whom the employee has contact as part of the employee's duties, or knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by a student with whom the employee has contact as part of the employee's school duties.

However, a school employee is not prohibited from providing or endorsing a dietary supplement that contains performance enhancing compounds to, or suggesting the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by, the employee's child, or to a student as part of activities that do not occur on school property or at a school-related function, and are entirely separate from any aspect of the employee's employment with the school, and do not in any way involve information about or contacts with such students that the employee has had access to, directly or indirectly, through any aspect of the employee's employment with the school.

"Performance enhancing compound" means a manufactured product for oral ingestion, intranasal application, or inhalation that contains a stimulant, amino acid, hormone precursor, herb or other botanical, or any other substance other than an essential vitamin or mineral and is intended to increase athletic or intellectual performance, promote muscle growth, or increase an individual's endurance or capacity for exercise.

"Dietary supplement" includes a product (other than tobacco) intended to supplement the diet that bears or contains one more of the following dietary ingredients: a vitamin, a mineral, an herb or other botanical, an amino acid, a dietary substance for use by man to supplement the diet by increasing the total dietary intake, or a concentrate metabolite, constituent, extract, or combination of any the foregoing ingredients.

Exhibit K
Date Adopted: June 18, 2001

00219

POLICIES PERTAINING TO OUR EMPLOYEES

**DUE PROCESS STANDARDS FOR
TERMINATING TERM CONTRACT EMPLOYEES**

Due Process for Termination of Contract Employees:

Contract employees proposed for disciplinary measures that would deprive the employee of a property interest (termination, suspension or reduction of contract salary or cessation or reduction benefits which are terms of a contract), shall receive reasonable notice of the violations and reasons supporting such measure and an opportunity to respond to a person or authority who has the authority to decide the matter.

Exhibit K
Date Adopted: June 18, 2001

00220

POLICIES PERTAINING TO OUR EMPLOYEES

EMPLOYMENT DISCRIMINATION

Employment Discrimination:

The School is an equal opportunity employer. The School shall not fail or refuse to hire or discharge any individual, or otherwise discriminate against or adversely affect the employee status of any individual with respect to compensation, terms, conditions, or privileges of employment because of the individual's race, color, religion, sex, or national origin, nor discriminate in employment as set out above because an individual is age 40 or above, except where such actions or classifications are bona fide occupational qualifications reasonably necessary to the normal operation of the School.

The School shall post notices regarding non-discrimination in employment as required by the Equal Employment Opportunity Commission.

Exhibit K
Date Adopted: June 18, 2001

00221

POLICIES PERTAINING TO OUR EMPLOYEES

EXTRA DUTY

Extra Duty:

Teachers may be directed to perform additional assigned duties from time to time, such as supervision of students during lunch, in the hallway, and before or after school. Except as may be required under law or contract, no additional financial compensation is provided for such additional duties.

Exhibit K
Date Adopted: June 18, 2001

00222

POLICIES PERTAINING TO OUR EMPLOYEES

THE FAIR LABOR STANDARDS ACT

Compensation for FLSA Covered Employees:

Non-exempt employees covered under the Fair Labor Standards Act shall not be paid less than the prevailing minimum wage. Compensation for overtime work shall be as provided by the Act. The school shall comply with all record-keeping requirements for covered employees.

Exhibit K
Date Adopted: June 18, 2001

00223

HEARING-IMPAIRED EMPLOYEES

Hearing-Impaired Employees:

The Board of Trustees shall provide a hearing-impaired employee an interpreter, chosen from a list of qualified interpreters compiled by the State Commission for the Deaf, in any adjudicative hearing before the Board where the hearing-impaired employee is the subject of the hearing. To qualify as a hearing-impaired employee, the employee's understanding of the adjudicative proceedings or communication must be inhibited by the impairment.

Exhibit K
Date Adopted: June 18, 2001

00224

POLICIES PERTAINING TO OUR EMPLOYEES

IMMIGRATION & NATURALIZATION

Immigration & Naturalization

Within three (3) business days of employment, the school shall confirm the employment eligibility of all new hires by examination of documents establishing identity and employment authorization and completion of the I-9 Form of the Federal Immigration Service.

Exhibit K
Date Adopted: June 18, 2001

00225

POLICIES PERTAINING TO OUR EMPLOYEES

IMMUNITY OF EMPLOYEES & VOLUNTEERS

Employee & Volunteer Immunity:

The School will consider purchase of liability insurance providing coverage to employees to the extent such employees do not enjoy governmental immunity.

Exhibit **K**
Date Adopted: June 18, 2001

00226

POLICIES PERTAINING TO OUR EMPLOYEES

LEAVE & ABSENCE FROM DUTY

Leave & Absence From Duty:

Employees taking leave or absence from duty shall do so only in compliance with school policy and procedure. Failure to return to duty promptly after an approved leave of absence shall be cause for disciplinary action up to and including termination of employment.

Employee leave shall include:

The Charter offers employees paid and unpaid leaves of absence in times of personal need. Employees who have personal needs that will require long leaves of absence should call the Business Office for counseling about leave options, continuation of benefits, and communicating with the district.

Employees who take an unpaid leave of absence may continue their insurance benefits at their own expense. Health care benefits for employees on leave authorized under the Family and Medical Leave Act will be paid by the district as they were when they were working. Otherwise, the district does not make benefit contributions for employees who are not on active payroll status.

Employees must follow district and campus procedures to report or request any leave of absence and complete the appropriate leave form. Any employee who is absent more than 5 days because of a personal or family illness must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and fitness to return to work. Personal and local sick leave is earned on a 1 to 36 basis. Leave is available for the employee's use after earned. If an employee leaves the district before the end of the work year, the cost of any unearned leave days taken shall be deducted from the employee's final paycheck.

Personal Leave

State law requires that all employees receive five days of paid personal leave per year. Personal leave is earned at a rate of 1 to 36. A day of earned personal leave is equivalent to an assigned workday. There is no limit on the accumulation of state personal leave, and it can be transferred to other Texas school districts and is generally transferable to education service centers. There are two types of personal leave: nondiscretionary and discretionary.

Nondiscretionary - Leave that is taken for personal or family illness, emergency, or a death in the family is considered nondiscretionary leave. This type of leave allows very little or no advance planning and will be granted to employees in the same manner as sick leave.

Exhibit **K**

00227

Discretionary - Leave that is taken at an employee's discretion and that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must get approval from his or her principal or supervisor. Discretionary personal leave will be granted on a first-come, first-served basis and will be subject to the following limitations:

- Discretionary personal leave at the same time will be up to the discretion of each campus principal.
- Discretionary leave may not last more than 3 consecutive workdays.
- Discretionary leave may not be taken on the following key days: before or after a holiday.

Sick Leave

Previously accumulated state sick leave is available for use and may be transferred to other school districts in Texas. Sick leave can be used only in 2 day increments except when coordinated with family and medical leave taken on an intermittent or reduced-schedule basis or when coordinated with workers' compensation benefits.

If an employee uses more sick leave than he or she has earned, the cost of unearned sick leave will be deducted from the employee's next paycheck.

Sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family

Temporary Disability

Certified employees- The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Any full-time employee whose position requires certification by the State Board for Educator Certification or by the district is eligible for temporary disability leave. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability. A full-time educator may voluntarily request to be placed on temporary disability leave or be placed on leave involuntarily.

Employees must request approval for temporary disability leave. The leave request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of approved, the employee must return to work or be subject to termination procedures.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of directors. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, his/her supervisor should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a

physician's statement confirming that the employee is able to do the job. Professional employees returning from leave will be reinstated to the school to which they were previously assigned as soon as an appropriate position is available. If a position is not available before the end of the school year, professional employees will be reinstated at the beginning of the following school year.

1. **Family Medical Leave Act:**

Qualifying employees shall be entitled to leave in accordance with the Family and Medical Leave Act of 1993. The following policies and procedures shall apply regarding FMLA leave:

Employees have been employed by the district for at least 12 months, and have worked at least 1,250 hours during that time are eligible for family and medical leave. Eligible employees can take up to 12 weeks of unpaid leave each year between July 1 and August 1 for the following reasons:

- The birth, adoption, or foster placement of a child
- To care for a spouse, parent, or child with a serious health condition
- An employee's serious health condition

A husband and wife who are both employed by the district are subject to limits in the amount of leave that they can take to care for a parent with a serious health condition or for the birth, adoption, or foster placement of a child.

Eligible employees are entitled to continue their health care benefits under the same terms and conditions as when they were on the job and are entitled to return to their previous job or an equivalent job at the end of their leave. Under some circumstances, teachers who are able to return to work at or near the conclusion of a semester may be required to continue their leave until the end of the semester.

Family and medical leave runs concurrently with accrued sick and personal leave. Accumulated leave will be used as family and medical leave, except in the case of employees who are receiving workers' compensation wage benefits.

In some circumstances, employees may take family and medical leave in blocks of time or by reducing their normal weekly or daily work schedule. Intermittent leave may be taken under the following circumstances:

- To allow an employee to care for a seriously ill spouse, child, or parent
- When an employee requires medical treatment for a serious illness
- When an employee is seriously ill and unable to work
- When an employee becomes a parent or has a foster child placed in his or her home

When the need for family and medical leave is foreseeable, employees who want to use it must provide 30-day advance notice of their need. When the need for leave is not foreseeable, employees must contact the Business Office as soon as possible.

Employees may be required to provide the following:

- Medical certification from a qualified health care provider supporting the need for leave due to a serious health condition affecting the employee or an immediate family member
- Second or third medical opinions and periodic recertification of the need for leave
- Periodic reports during the leave regarding the employee's status and intent to return to work
- Medical certification from a qualified health care provider at the conclusion of leave of an employee's ability to return to work

Employees requiring family and medical leave should contact Business Office for details on eligibility, requirements, and limitations.

2. State Military and Armed Forces Reserve Short-Term Leave:

An employee of the School who is a member of the state military forces (the Texas National Guard, the Texas State Guard, and other active militia or military forces organized under state law), or a reserve component of the Armed Forces, is entitled to a leave of absence from his or her duties on a day on which the person is engaged in authorized training or duty ordered or authorized by proper authority. During a leave of absence the employee may not be subjected to loss of time, efficiency rating, vacation time, or salary. Leaves of absence may not exceed 15 days in a Federal fiscal year. An employee returning from such leave of absence shall be returned to the position that the employee held when ordered to duty.

3. Federal and State Military Long-Term Leave:

An employee who leaves the employment of the School to enter active military service is entitled to be re-employed in the same position held at the time of the induction, enlistment in, or order to, active military service or to a position of similar seniority, status, and pay. To be entitled to such re-employment, the employee must be (a) discharged, separated, or released from active military service under honorable conditions not later than the fifth anniversary of the date of induction, enlistment, or call to active military service, and physically, and (b) mentally qualified to perform the duties of that position. An employee who cannot perform the duties of his original or similar position because of a disability the employee sustained during military service is entitled to be re-employed in a position that the employee can perform, and that has like seniority, status, and pay as the former position, or the nearest possible seniority, status, and pay to the former position. An employee veteran eligible for re-employment under the foregoing conditions, must apply for re-employment not later than the 90th day after the date the veteran is discharged or released from military service under honorable conditions. An employee veteran re-employed under this Policy may not be discharged from the position without cause before the first anniversary of the date of re-employment. An employee veteran re-employed under this Policy is considered to have been on furlough or leave of absence during the time the individual was in military service and may participate in retirement or other benefits to which a public employee is or may be entitled.

4. **Religious Leave:**

The School shall grant leave requests for religious observances and practices except when such requests cannot be reasonably accommodated without undue hardship on the conduct of the School's operations. Such leave shall be unpaid unless other paid leave is available under School Policy and is requested by the employee.

5. **Compliance With Subpoena:**

No employee shall be discharged, disciplined, or penalized in any manner because the employee complies with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding.

Exhibit K
Date Adopted: June 18, 2001

POLICIES PERTAINING TO OUR EMPLOYEES

LESSON PLANS

Lesson Plans:

Teachers shall require and maintain lesson plans, which include the following information:

1. Objective – A statement of what the student is expected to learn or accomplish through instruction, in the format: "The student will..."
2. Essential Element (EE)/Texas Essential Knowledge and Skills (TEKS)/Texas Assessment of Academic Skills (TAAS) Objective – The correlation of the curriculum objective with the TEA and TAAS objective. Individual classroom objectives may be generally more expansive than those provided by TEA, therefore not every objective will be matched with EE's/TEKS' or TAAS' Objective.
3. Instructional Activities – The outline or description of the plan to teach the concepts related to an objective, including but not limited to modeling techniques, examples to be used, methods of checking understanding, and guided practice activities.
4. Relevancy – Any activity or strategy planned for the purpose of establishing the relevance of the content to the learner shall be noted in the lesson.
5. Evaluation/Homework – The means by which student mastery of the objective is gauged. Examples of this include independent practice activities, work on projects and pop quizzes. Objectives assessed on a summative activity shall be documented in lesson plans.

Lesson plans covering two (2) consecutive weeks are to be submitted to the School Director a week before implementation.

Exhibit K

Date Adopted: June 18, 2001

00232

POLICIES PERTAINING TO OUR EMPLOYEES

NEW HIRE REPORTING

New Hire Reporting:

No later than 20 days after the date of the hire of a new employee, a report that contains the name, address, and Social Security number of the employee and the name, address and employer identification of the school, shall be made to Texas Employer New Hire Reporting, Operations Center, P. O. Box 149224, Austin, Texas 78714-9224, 1-888-TEX-HIRE (839-4473).

Exhibit **K**
Date Adopted: June 18, 2001

00233

POLICIES PERTAINING TO OUR EMPLOYEES

PRE- AND POST-OFFER MEDICAL TESTING

Pre-Employment:

Employees may be required to submit to a medical test (including drug testing) as the final step to completed acceptance of employment, in accordance with the Americans With Disabilities Act (ADA).

Post-Employment:

Additionally, an employee may be required to submit to medical testing after the employee begins working when job performance or safety issues arise, or when necessary to determine the employee's fitness to continue employment.

All medical records of the employee shall be maintained separate and apart from the employee's general personnel file and shall be considered a confidential medical record.

Tests for illegal use of drugs are not medical examinations under the ADA and are not subject to the restrictions of such examinations.

Exhibit K
Date Adopted: June 18, 2001

00234

POLICIES PERTAINING TO OUR EMPLOYEES

RELIGIOUS AFFILIATION

Religious Affiliation:

No person applying for employment with this school shall be asked directly or indirectly, orally or in writing their religion or religious affiliation.

Exhibit K
Date Adopted: June 18, 2001

00235

REPORTING SUSPECTED CHILD ABUSE

Reporting:

School employees that have cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person must immediately make a report to either the Child Protective Services division of the Texas Department of Protective and Regulatory Services, or to any state or local law enforcement agency. Failure to report is a Class B misdemeanor. The information in the report must include:

- The child's name and address
- The name and address of the child's parent or guardian
- Any other pertinent information

Professional employees must report within 48 hours of suspicion.

Any person who makes such a report, or assists in the investigation of a report of child abuse or neglect in good faith, is immune from any criminal or civil liability that might otherwise be incurred or imposed. Authorized officials from the above agencies shall be permitted to conduct the required interview with the child at the School with, or without the consent of the parent or guardian. The School will fully cooperate with all official investigations of abuse or neglect.

Toll Free Hotline:

The toll free number for the Department of Protective and Regulatory Services Child Abuse Hotline is 1-800-252-5400. All reports of abuse shall also be reported to the School Director or designee contemporaneous to the legally mandated reporting to the Child Protective Services.

Exhibit K

Date Adopted: June 18, 2001

00236

SEXUAL HARASSMENT

Sexual Harassment:

The school prohibits sexual harassment as a form of unlawful gender discrimination.

Sexual harassment includes unwelcome touching, sexual advances, requests for sexual favors, stalking, "quid pro quo," and sexually-oriented conversations, sounds, gestures, stares, remarks, and jokes. Forbidden conduct includes but is not limited to the following:

1. sexual favors made explicitly or implicitly a term or condition of hiring or continued employment;
2. sexual favors made explicitly or implicitly a basis for employment decisions affecting an employee such as promotion or reassignment;
3. sexually-oriented conversations, sounds, gestures, stares, remarks, jokes or other sexually-oriented conduct when such conduct creates an intimidating, hostile or offensive working environment.

Employee complaints regarding sexual harassment shall be brought in accordance with the school's Sexual Harassment Grievance Procedure. Copies of the Procedure shall be made available to employees during working hours at the school's administration office. It shall be the duty of the investigating officer named in the Procedure to investigate such complaints and for the school to take appropriate remedial action based upon the investigation.

Sexual harassment or abuse of students by employees is strictly forbidden. Sexual harassment and abuse of students includes touching, sexual advances, requests for sexual favors, stalking, sexually-oriented conversations, sounds, gestures, stares, remarks, and jokes. Such harassment and abuse further includes the following: telephoning students at home or elsewhere to solicit social relationships, physical contact that would reasonably be construed as sexual in nature, and threatening or enticing students to engage in sexual behavior in exchange for grades or other school-related benefit.

The School shall designate at least one employee to serve as a Title IX Coordinator to investigate complaints of harassment involving students. The name, office address and telephone number of the Coordinator shall be published to all employees and students, and the school shall adopt and publish grievance procedures that will accomplish prompt and equitable resolution of complaints involving students. All allegations of sexual harassment of students and/or abuse of students shall be referred to the Title IX Coordinator.

EMPLOYEE STANDARDS & EVALUATION OF PERFORMANCE

Employee Standards & Evaluation of Performance:

All employees are expected to adhere to the written and oral directives and instructions of their immediate and other supervisors, as well the policies, procedures and regulations of the school, including but not limited to those set out in this Policy Manual, employment notices and agreements, employee handbooks, the Code of Ethics and Standard Practices for Texas Educators (included in this Policy Manual) and all applicable state and Federal laws and regulations.

Evaluations:

The performance of employees is subject to evaluation at any time. The performance of all contract employees, employed for an annual or longer term, shall be evaluated at least annually.

Employee Discipline:

Of great importance to the success of the school is that its policies are enforced. Violations of policy, procedures, rules, regulations, directives, or laws may result in disciplinary action. Such action may begin at any of the following steps, depending on the severity of the infraction:

- Counseling or verbal reprimands
- Written reprimands
- Final warning, suspensions, with or without pay, or probation
- Dismissal

POLICIES PERTAINING TO OUR EMPLOYEES

TERMS OF EMPLOYMENT

At-Will Employment:

All employment at the school shall be at-will unless a term of employment is expressly stated in a written contract. At-will employment means that the employee may resign at any time with or without notice or cause, and that employment may be terminated at the sole discretion of the school for any lawful reason and under any lawful circumstance.

Term Contract Employees:

The following positions may be employed under a term contract: Teachers, Administrators, Instructors, Administrative support personnel

Reassignment of Employees:

To the extent permitted by law and policy, all employees are subject to assignment and reassignment at the sole discretion of the School Administrator.

Exhibit K

Date Adopted: June 18, 2001

00239

POLICIES PERTAINING TO OUR EMPLOYEES

TOBACCO, DRUGS, ALCOHOL, WEAPONS & FIREWORKS

Tobacco, Drugs & Alcohol:

The manufacture, distribution, dispensation, possession, or use of controlled substances, illegal drugs, alcohol or tobacco, as those terms are defined in state and Federal law, is prohibited on the school premises, or as part of any school activity on or off school property.

Employees shall not be under the influence of controlled substances, illegal drugs or alcohol in the performance of their duties. Violations of this policy may result in disciplinary action including loss of employment. To comply with Workers' Compensation Commission rules, the school will provide a written copy of this policy to each employee within thirty (30) days from the adoption of this policy and thereafter to each employee hired prior to the first day of employment.

Weapons & Fireworks:

The possession of firearms, illegal knives, and prohibited weapons on school property or at school-related activities is also prohibited by law, as is the ignition of fireworks within 600 feet of the school.

Exhibit **K**
Date Adopted: June 18, 2001

00246

UNACCEPTABLE EMPLOYEE CONDUCT

Unacceptable Employee Conduct:

The following is a non-exclusive list of prohibited action which will be considered good cause for employee disciplinary actions up to and including discharge. This is not intended to be a complete list and it does not alter any at-will relationship between employees and the School.

- Theft (being the unauthorized removal) or attempted theft or misappropriation of school, employee, student, guest, including any items found on the School campus, or at school-related events.
- Failure to follow the directive of a supervisor unless the directive is illegal.
- Failure to cooperate with a School investigation.
- Failure to perform duty assignments in a satisfactory, safe, or efficient manner.
- Unauthorized absences or tardies.
- Possession of any weapon or hazardous substance.
- Dishonest, immoral or illegal conduct on duty or on School premises, or off duty on School premises, such that the conduct would tend to bring discredit to the School.
- Possession, use, distribution, sale, or under the influence of a controlled substance or alcohol while on duty or on School premises.
- Assault, threats, or intimidating conduct towards a student, parent, teacher, community member, or employee in connection with a School matter.
- Harassment, including sexual harassment.
- Abuse, including, but not limited to, sexual abuse of a student.
- Abusing, defacing, or destroying School property, or the property of a student or employee.
- Falsification of any School or School-related record.
- Failure to account for School or School-related activity funds.
- Use of tobacco on school property or at School-related activities.
- Unauthorized disclosure of any information made confidential by policy or law.
- Unauthorized use of School computer software or hardware.
- Penal Code violations.
- Violation of any School policy, procedure, rule or law.

Exhibit K

Date Adopted: June 18, 2001

POLICIES PERTAINING TO OUR EMPLOYEES

WORKERS' COMPENSATION

Workers' Compensation:

The school shall provide workers' compensation coverage to covered employees pursuant to the Texas Workers' Compensation Act, and shall comply with notice, reporting and other obligations as required.

Exhibit K
Date Adopted: June 18, 2001

00242

Texas Education Agency
Open-Enrollment Charter School Applicant
Biographical Affidavit

Full name of sponsoring entity and name of proposed charter school: Phoenix Charter 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.

1. Full name: Vickie Berry Glasscock
2. Have you ever had your name changed? yes If yes, give reason for the change: marriage and divorce
Maiden name (if female): Vickie Marie Berry
Other names used at any time: Vickie B. Murray
3. Social Security Number: [REDACTED]
4. Date and place of birth: [REDACTED] Dallas, TX
5. Business address: 8501 Jack Finney, Greenville, Texas 75402
Business telephone: (903) 454-7153
6. List your residences for the past ten (10) years starting with your current address:

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
<u>11/95-present</u>	<u>5205 Inwood Dr.</u>	<u>Rowlett, TX</u>	<u>75088</u>
<u>11/93-11/95</u>	<u>314 Gloria Rd.</u>	<u>Sunnyvale, TX</u>	<u>75126</u>
<u>04/77-11/93</u>	<u>685 Ray Hubbard Dr.</u>	<u>Forney, TX</u>	<u>75126</u>
7. Education: Dates, names, locations and degrees
College: 8/71-5/74 and 8/93-8/95 Southern Methodist University Dallas, TX
Bachelors of Social Science
Graduate Studies: none
Others: College Board Summer Guidance Institute, 1994; Advanced Placement Seminars, 1993, 1994, 1996, 1998; AP Psych Institute 1998; College Entrance Testing Workshop, SAT and ACT 1993, 1994, 1995
8. List membership in professional societies and associations: National Association of Elementary School Principals, Golden Key National Honor Society
9. Present or proposed position with the proposed charter school: Administrator
10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

<u>DATES</u>	<u>EMPLOYER</u>	<u>ADDRESS</u>	<u>TITLE</u>
<u>6/99-present</u>	<u>Phoenix School</u>	<u>8501 Jack Finney Blvd. Greenville, TX</u>	<u>Administrator</u>
<u>6/98-6/99</u>	<u>Health Support Mgmt</u>	<u>Dallas, TX</u>	<u>Account Executive</u>
<u>6/95-6/98</u>	<u>Heritage Christian Academy</u>	<u>Rockwall, TX</u>	<u>College Guidance Counselor</u>
<u>3/93-6/95</u>	<u>Rockwall Christian Academy</u>	<u>Rockwall, TX</u>	<u>College Guidance Counselor</u>
<u>3/90-3/93</u>	<u>Rockwall Christian Academy</u>	<u>Rockwall, TX</u>	<u>Home Education Administrator</u>
<u>8/85-5/87</u>	<u>Terrell Christian Academy</u>	<u>Terrell, TX</u>	<u>Substitute Teacher</u>
<u>4/7-4/79</u>	<u>Texas Cinema Corp.</u>	<u>Dallas, TX</u>	<u>Film Buyer</u>
11. Present employer may be contacted: yes
Former employers may be contacted: yes

12. a. Have you ever been in a position which required a fidelity bond? No
If any claims were made on the bond, give details:
- b. Have you ever been denied an individual or position schedule fidelity bond, or had a bond canceled or revoked? No
If yes, give details:
13. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): Director Lifetime License issued 8/16/99 by the Texas Dept. of Protective and Regulatory Services Childcare Licensing Division
14. During the last ten (10) years, have you ever been refused a professional, occupational, or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? no If yes, give details: _____
15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? Yes
If yes, give details: I will be employed as the Administrator of Phoenix Charter School, my husband will be the Maintenance Director. These are our current positions with the present Phoenix School
16. Have you ever been adjudged bankrupt? No
17. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging any felony, or charging a felony or misdemeanor involving moral turpitude, or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
If yes, give details: _____
18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No
19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No
If so, please furnish details: _____

Dated and signed this 13th day of April, 2000 at Boles ISD.
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.

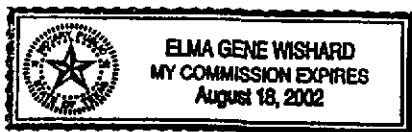
Vickie B. Glasscock
(Signature of Affiant)

State of Texas
County of Hunt

Personally appeared before me the above named Vickie Glasscock personally known to me, who, being duly sworn, deposes and says that she executed the above instrument and that the statements and answers contained therein are true and correct to the best of her knowledge and belief.

Subscribed and sworn to before me this 13 day of April, 2000.

Elma Gene Wishard
(Notary Public)
My commission expires 08-18-2002



TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT
(Print or Type)

Full Name of Sponsoring Entity and Name of Proposed Charter School:
The Phoenix School The Phoenix Charter 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): Maxine Janine Thomas, MD
2. Have you ever had your name changed? Yes If yes, give reason for the change: Marriage

b. Maiden Name (if female) Maxine Janine Porter
c. Other names used at any time _____

3. Social Security Number*: [REDACTED]
4. Date and Place of Birth: [REDACTED] Kansas City, Mo.
5. Business Address: 4725 Wellington St. Greenville, Tx. 75401
Business Telephone: (903) 450-9120

6. List your residences for the last ten (10) years starting with your current address, giving:

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
<u>5/96 - Present</u>	<u>310 Highland Oaks</u>	<u>Greenville, Tx.</u>	<u>75402</u>
<u>1/91 - 5/96</u>	<u>318 Oakridge</u>	<u>Greenville, Tx.</u>	<u>75402</u>

7. Education: Dates, Names, Locations and Degrees

College Prairie View A&M Univ. Prairie View, Texas BS
8/74 - 5/78 Undergrad 8/78 - 5/79 - Grad. work
Graduate Studies Univ. of Texas HSC San Antonio - MD 8/79 - 5/83

15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? No
If yes, give details: _____

16. Have you ever been adjudged bankrupt? No

17. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging any felony, or charging a felony or misdemeanor involving moral turpitude, or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
If yes, give details: _____

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No

19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No. If so, please furnish details: _____

Dated and signed this 26 day of June, 18 2001, at _____

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

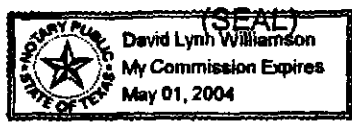
[Signature]
(Signature of Affiant)

State of Texas
County of Hunt

Personally appeared before me the above named Maxine Janine Thomas, MD personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 26th day of June, 19 2001

David Lynn Williamson
(Notary Public)
My commission expires May 1, 2004



Others _____

8. List Membership in Professional Societies and Associations: AAFP, TMA
American Board of Family Practice (ABFP)
9. Present or Proposed Position with the Proposed Charter School: School Board President
10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
1/2001	Self Empl.	4725 Wellington	Physician
11/1994-1/2001	"	4211 Joe Ramsey Blvd	Physician
1/91-9/1994	Community Med Clinic	3600 Caddo St	Greenville, Tx Physician

11. Present employer may be contacted: Yes No (Circle One) Self-employed
- Former employers may be contacted: Yes No (Circle One)

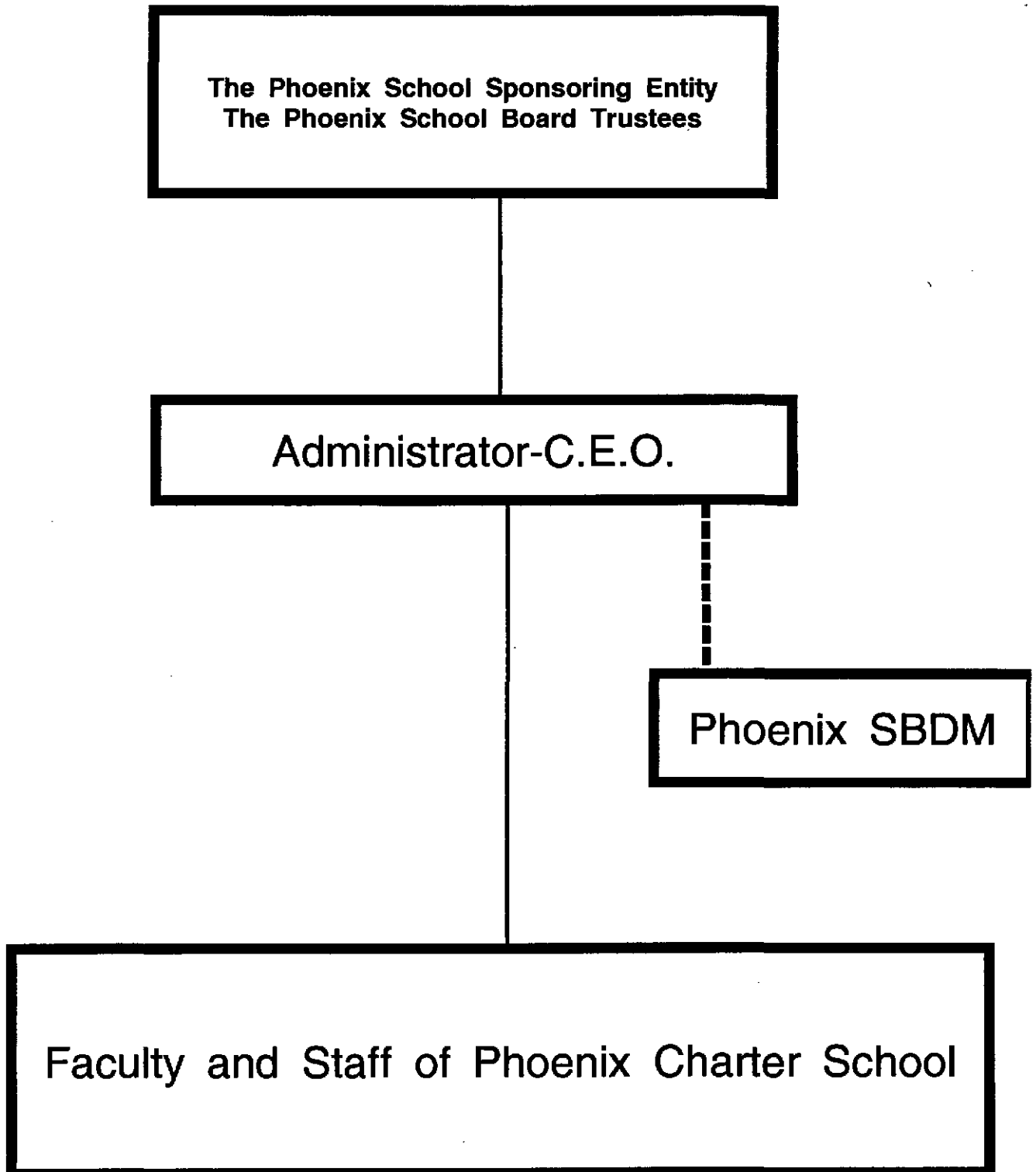
12. a Have you ever been in a position which required a fidelity bond? No
If any claims were made on the bond, give details: _____

- b Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? N/A
If yes, give details: _____

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): Texas Board of Medical Examiners - 5/2001 Renew
DEA - 3/2000 DPS - 10/2000

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: _____

Phoenix Charter School Organizational Chart



General Profile

The Phoenix Charter School will use the following criteria when selecting the school's academic and financial leaders.

- Ability to interpret policy, procedures, and data.
- Ability to manage budget and personnel.
- Experience in curriculum development and the ability to evaluate instructional programs and teaching effectiveness.
- Experience in technology applications.
- Ability to work with a wide range of student abilities and behaviors and maintain a consistent disciplinary policy being firm yet understanding the individual student.
- Strong organizational, communication, public relation, and interpersonal skills with a special emphasis in the area of team building between parents and the community.

POLICIES PERTAINING TO OUR EMPLOYEES

EMPLOYEE JOB DESCRIPTIONS

Employee Job Descriptions:

Date Adopted: _____

SCHOOL ADMINISTRATOR POSITION

QUALIFICATIONS

The qualifications for School Administrator must permit a candidate for certification to substitute management training or experience for educational experience. Education Code 21.046

Education/Certification

- Doctoral Degree and three years educational administrative and/or commensurate management experience; or
- Master's Degree and five years educational administrative and/or commensurate management experience;
- Bachelor's Degree and ten years educational administrative and/or commensurate management experience.

Experience:

- Three years experience as a classroom teacher preferred.
- Experience in instructional leadership roles or in comparable business management positions

DUTIES

The School Administrator shall be the educational leader and chief executive officer of the School. Education Code 11.201 (a)

The duties of the School Administrator include:

1. Assuming administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the educational programs, services, and facilities of the School and for the annual performance appraisal of the School's staff.

00250

2. Assuming administrative authority and responsibility for the assignment and evaluation of all personnel of the School other than the School Administrator and making recommendations regarding the selection of such personnel, as provided by Education Code 11.163.
3. Making recommendations to the Board of Directors for the hiring and renewing of contracts for professional personnel; initiating the termination or suspension of an employee or the non-renewal of an employee's term contract.
4. Managing the day-to-day operations of the School as its administrative manager.
5. Preparing and submitting to the board a proposed budget.
6. Preparing recommendations for policies to be adopted by the board and overseeing the implementation of adopted policies.
7. Developing or causing to be developed appropriate administrative regulations to implement policies established by the board.
8. Providing leadership for the attainment of student performance in the School based on the state's academic excellence indicators and other indicators as may be adopted by the state board or the board.
9. Organizing the School's central administration.
10. Performing any other duties assigned action of the board. Education Code 11.201 (d)
11. Regularly consulting the SBDM committee in the planning, operation, supervision, and evaluation of the school educational program. Education Code 11.252 (f)
12. Reporting the School's maximum attendance to the Commissioner no later than April 25th of each year, for the purpose of textbook requisitions. Education Code 31.103(a)

00251

13. Upon receipt of notice from a law enforcement agency, notifying all instructional and support personnel who have responsibility for supervising a student who has been arrested or taken into custody; notifying all instructional and support personnel who have regular contact with a student who has been convicted of, or adjudicated for, a felony offense. Code of Criminal Procedure, Article 15.27(a)(b)

DUTIES

In addition to performing statutory duties, the School Administrator shall:

**SCHOOL/
ORGANIZATIONAL
CLIMATE AND
IMPROVEMENT**

1. *Be informed about all aspects of the instructional program and ensure that there is a continuous focus on improving student academic performance.*
2. Work with the staff, board, and community in curriculum planning.
3. Develop, evaluate, and revise annually the School improvement plan, with the assistance of the SBDM committee.
4. Provide instructional and managerial processes to ensure that program activities are related to outcomes and use these findings for corrective action and improvement.
5. Identify, analyze, and apply research findings (e.g., effective school correlates) to facilitate school improvement.
6. Conduct periodic evaluation of all programs and operations to determine improvements needed and to foster attainment of School and campus improvement plans.
7. Assist board in evaluating the effectiveness of School programs.
8. Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and Campus Performance Objectives Council.

00252

9. Develop, maintain, and use appropriate information systems and records necessary to show campus progress on performance objectives addressing each reporting criterion necessary for PEIMS reporting.
10. Recommend the number, types, and organizations of positions, including central administration, needed to carry out School functions effectively.

STAFF MANAGEMENT

11. Build a common vision for school improvement with staff. Direct planning activities and implement programs with staff to ensure attainment of school's mission.
12. Promote goal-oriented performance and support for those involved in achieving School performance objectives.
13. Define school expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
14. Recognize excellence and achievement.
15. Confer with personnel regarding their professional growth. Work with them to develop and accomplish improvement goals.
16. Perform duties established by the board regarding the recommendation, employment, suspension, and dismissal of employees.
17. Direct and supervise the staff evaluation program and provide effective two-way communication with School personnel. Observe employee performance, record observations, and conduct evaluation conferences with staff.
18. Serve as liaison between the board and staff. Facilitate communication with Board of Directors, staff, parents, students and community members.
19. Develop and recommend pay systems, recommend pay increases or adjustments for personnel.
20. Support and plan staff development and other professional development programs.

00253

21. Interview, select, and orient new staff. Promote campus personnel according to school policies, procedures, and employee performance. Assign and reassign all personnel, exercise final placement authority for educators transferred because of enrollment shifts or program changes.
22. Create a positive work environment that promotes high staff morale and excellence within the School.
23. Foster collegiality and team building among staff. Encourage their active involvement in the decision-making process.

**ADMINISTRATION AND
FISCAL/FACILITIES**

24. Be informed of developments in state, Federal, and local laws and public policy affecting education.
25. Develop campus budgets based on documented program needs, estimated enrollment, personnel, and other fiscal needs. Keep programs within budget limits. Maintain fiscal control. Accurately report fiscal information. Direct and manage extracurricular and intramural programs including management of multiple activity funds.
26. Supervise the compilation, maintenance and filing of all physical and computerized reports, records, and other documents required, including accurate and timely reports of maximum attendance for the purpose of textbook requisitions.
27. Monitor fixed asset inventory, including additions, deletions, and transfers.

MANAGEMENT

28. Accurately prepare and submit in a timely manner any and all reports required by the board, TEA, other Federal and state agencies, and any records subpoenaed by a court of law.
29. Direct and supervise all financial accounting and ensure that funds are expended legally, in accordance with the approved budget, and controlled effectively. (See CF series)
30. Ensure the School's compliance with all applicable Federal requirements.

00254

31. Manage the use of school facilities. Supervise the maintenance of facilities to ensure a clean, orderly, and safe campus.

32. Monitor School property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.

STUDENT
MANAGEMENT

33. Work with faculty and students to develop a student management system that results in positive student behavior and enhances the school climate.

34. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook.

35. Conduct conferences with parents, students, and teachers concerning school and student issues.

36. Coordinate and provide adequate supervision of students during non-instructional periods.

37. Promote maximum attendance; compile, maintain, and file all physical and computerized reports, records, and other documents required, including accurate and timely reports of attendance.

STUDENT SERVICES
MANAGEMENT

38. Ensure a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.

39. Work with staff, board, and community in planning and implementing support services for students.

SCHOOL-
COMMUNITY
RELATIONS

40. Develop and implement effective communication between the School and community. Articulate the mission and solicit support in realizing that mission.

41. Represent the School in activities involving other school systems, institutions, agencies, and professional and community groups.

42. Interpret board policies to the staff, parents, and community groups.

PROFESSIONAL
GROWTH AND

BOARD-
SCHOOL
ADMINISTRATOR

43. Demonstrate awareness of school and community needs and initiate activities to meet those identified needs.
44. Demonstrate skill in anticipating, managing, and resolving conflict in an effect and timely manner. Bring unresolved conflicts to the Board.
45. Formulate, with the board, an annual School Administrator's professional development plan and assist the board in designing a process for evaluating the School Administrator's performance.
46. Pursue professional development through reading, attending conferences, and being involved with related agencies.
47. Develop skills appropriate to job assignment.
48. Assist the board in identifying individual and team training needs, and in arranging training opportunities.
49. Prepare board agendas and meeting materials in cooperation with the board president.
50. Attend and participate in all meetings of the board except closed meetings when the board desires to discuss such matters as the School Administrator's contract or evaluation privately.
51. Keep the board continuously informed on issues, needs, and operations of the School.
52. Exercise discretion and good judgment in matters not covered by board policy.
53. Demonstrate behavior that is professional, ethical, responsible, and serves as a role model for all staff.
54. Serve as custodian of all minutes and records of the board.

00256

55. Communicate with the School's attorney on matters in litigation or potential litigation except as otherwise directed by the board.
56. Perform related duties assigned by action of the board.

Position Title: Instructional Aide

Department/School:

Reports To: Administrator

Wage/Hour Status: Non-Exempt

Pay Grade:

PRIMARY PURPOSE:

Assist the teacher in the preparation and management of the classroom activities and administrative requirements. Work under the supervision of one or more certified teachers.

QUALIFICATIONS:

Education/Certification:

- High school diploma or GED

Special Knowledge/Skills:

- Ability to work well with children
- General knowledge of office equipment

MAJOR RESPONSIBILITIES AND DUTIES:

1. Uphold and enforce School rules, administrative regulations, and state and local School policy.
2. Assist the teacher in preparing instructional materials and classroom displays.
3. Work with individual students or small groups to conduct instructional exercises assigned by the teacher.
4. Assist with the administration and scoring of objective testing instruments or work assignments.
5. Assist in supervising students throughout the school day, both inside and outside the classroom.
6. Keep the teacher informed of any special needs or problems of individual students.
7. Assist in maintaining a neat and orderly classroom.
8. Assist in inventory, care, and maintenance of equipment.
9. Assist the teacher in keeping administrative records and preparing required reports.

00253

10. Participate in staff development training programs, faculty meetings, and special events, as needed.
11. Provide orientation and assistance to substitute teachers.
12. Perform other duties as assigned.

SUPERVISORY RESPONSIBILITIES:

Ability to supervise classroom if Teacher is required to step out.

EQUIPMENT USED:

Copier, typewriter, duplicator, audio-visual equipment, fax machine, and computers.

WORKING CONDITIONS:

Mental Demands:

Reading; ability to communicate effectively (verbally and written); maintain emotional control under stress; ability to handle all types of behavior.

Physical Demands/Environment Factors:

Moderate standing, stooping, bending, and lifting up to 45 pounds.

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of School Policy or procedures on evaluation of para-professional personnel.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Approved by _____

Date _____

Reviewed by _____

Date _____

Position Title: Teacher, Substitute

Department: Instruction

Reports To: Administrator

Prepared By:

Date:

Approved By:

Date:

SUMMARY:

Performs regular teacher's class plan while the teacher is out.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Other duties may be assigned.

Assumes the responsibilities for instructing classes when a teacher is absent.

Assumes all other responsibilities for that teacher during the time the teacher is absent.

Prepares lesson plans with assistance, as directed by an administrator, when lesson plans are not available in the classroom.

Maintains appropriate records including checking test papers, recording grades, student assignments for homework, projects and the necessary clerical work required to maintain student records for a teacher who is absent.

Provides assistance for students who need special help on those days when no teacher is absent.

Provides for individualized and small group assistance for students by lesson plans.

SUPERVISORY RESPONSIBILITIES:

Supervises students and oversees paraprofessional for instruction purposes.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Bachelor's degree and specific endorsement preferred. High school diploma and teaching experience required.

MATHEMATICAL SKILLS:

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

00260

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES:

Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand and talk to hear. The employee will occasionally sit and walk, and reach with hands and arms.

The employee must occasionally push and/or move up to 10 pounds such as a TV/VCR cart. Specific vision abilities required by this job include close vision and the ability to adjust focus. The employee continuously interacts with the public and other staff and occasionally meets multiple demands from several people.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate. Work is performed indoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

00261

Position Title: Enrichment Class Instructor

Department/School:

Reports To: Administrator

Wage/Hour Status: Exempt

Pay Grade:

Date

Revised:

PRIMARY PURPOSE:

Provide students with appropriate learning activities and experiences designed to fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.

QUALIFICATIONS:

Education/Certification:

Bachelor's degree from accredited university with emphasis in subject/level assigned preferred. May substitute demonstrated proficiency in subject area and classroom experience. Minimum education: high school diploma

Special Knowledge/Skills:

Knowledge of subjects assigned
General knowledge of curriculum and instruction and classroom management.

Experience:

At least one year of teaching.

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Strategies

1. Develop and implement plans for the curriculum program assigned and show written evidence of preparation as required.
2. Prepare lessons that reflect accommodation for individual student differences.
3. Present the subject matter according to guidelines established by the Texas Education Agency, school policies, and administrative regulations.
4. Plan and use appropriate instructional/learning strategies, activities, materials, and equipment that reflect accommodation for individual needs of students assigned.
5. Conduct assessment of student learning styles and use results for instructional activities.

00262

6. Work cooperatively with special education teachers to modify curriculum as needed for special education students according to guidelines established by Individual Education Plans (IEPs).
7. Cooperate with other members of the staff in planning and implementing instructional goals, objectives, and methods according to school requirements.
8. Plan and supervise purposeful assignments for teacher aide(s) and/or volunteer(s).
9. Use technologies in the teaching/learning process.

Student Growth and Development

10. Assist students in analyzing and improving methods and habits of study.
11. Consistently assess student achievement through formal and informal testing.
12. Assume responsibility for extra-curricular activities as assigned and may sponsor outside activities approved by the school.
13. Present a positive role model for students that supports the mission of the school.

Classroom Management and Organization

14. Create a safe classroom environment conducive to learning and appropriate to the physical, social, and emotional development of students.
15. Manage student behavior in the classroom and administer discipline according to Board policies, administrative regulations, and IEP.
16. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
17. Assist in the selection of books, equipment, and other instructional materials.

Communication

18. Establish and maintain open lines of communication with students and their parents.
19. Maintain a professional relationship with all colleagues, students, parents, and community members.
20. Use acceptable communication skills to present information accurately and clearly.

Professional Growth and Development

21. Participate in the school's staff development program.

- 22. Demonstrate interest and initiative in professional improvement.
- 23. Demonstrate behavior that is professional, ethical, and responsible.

Policy Implementation

- 24. Keep informed of and comply with Federal, state, and school regulations and policies for classroom teachers.
- 25. Compile, maintain, and file all reports, records, and other documents required.
- 26. Attend and participate in faculty meetings and serve on staff committees as required.

SUPERVISORY RESPONSIBILITIES:

Supervise assigned teacher aide(s).

WORKING CONDITIONS:

Mental Demands:

Ability to communicate (verbal and written) abilities to instruct; maintain emotional control under stress.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____

Position Title: Teacher
Department/School:
Reports To: Administrator
Wage/Hour Status: Exempt
Pay Grade:
Date
Revised:

PRIMARY PURPOSE:

Provide students with appropriate learning activities and experiences designed to fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.

QUALIFICATIONS:

Education/Certification:

Bachelor's degree from accredited university with emphasis in subject/level assigned. Appropriate certification preferred, but teacher may be working on emergency certification.

Special Knowledge/Skills:

Knowledge of subjects assigned
General knowledge of curriculum and instruction

Experience:

At least one year of student teaching, approved internship or equivalent.

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Strategies

1. Develop and implement plans for the curriculum program assigned and show written evidence of preparation as required.
2. Prepare lessons that reflect accommodation for individual student differences.
3. Present the subject matter according to guidelines established by the Texas Education Agency, school policies, and administrative regulations.
4. Plan and use appropriate instructional/learning strategies, activities, materials, and equipment that reflect accommodation for individual needs of students assigned.
5. Conduct assessment of student learning styles and use results for instructional activities.

6. Work cooperatively with special education teachers to modify curriculum as needed for special education students according to guidelines established by Individual Education Plans (IEPs).
7. Cooperate with other members of the staff in planning and implementing instructional goals, objectives, and methods according to school requirements.
8. Plan and supervise purposeful assignments for teacher aide(s) and/or volunteer(s).
9. Use technologies in the teaching/learning process.

Student Growth and Development

10. Assist students in analyzing and improving methods and habits of study.
11. Consistently assess student achievement through formal and informal testing.
12. Assume responsibility for extra-curricular activities as assigned and may sponsor outside activities approved by the school.
13. Present a positive role model for students that supports the mission of the school.

Classroom Management and Organization

14. Create a safe classroom environment conducive to learning and appropriate to the physical, social, and emotional development of students.
15. Manage student behavior in the classroom and administer discipline according to Board policies, administrative regulations, and IEP.
16. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
17. Assist in the selection of books, equipment, and other instructional materials.

Communication

18. Establish and maintain open lines of communication with students and their parents.
19. Maintain a professional relationship with all colleagues, students, parents, and community members.
20. Use acceptable communication skills to present information accurately and clearly.

Professional Growth and Development

21. Participate in the school's staff development program.

- 22. Demonstrate interest and initiative in professional improvement.
- 23. Demonstrate behavior that is professional, ethical, and responsible.

Policy Implementation

- 24. Keep informed of and comply with Federal, state, and school regulations and policies for classroom teachers.
- 25. Compile, maintain, and file all reports, records, and other documents required.
- 26. Attend and participate in faculty meetings and serve on staff committees as required.

SUPERVISORY RESPONSIBILITIES:

Supervise assigned teacher aide(s).

WORKING CONDITIONS:

Mental Demands:

Ability to communicate (verbal and written) abilities to instruct; maintain emotional control under stress.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____

STUDENT CONDUCT AND DISCIPLINE POLICIES

SCHOOL STANDARDS

The school believes that all students are to be trusted, that good judgment is the rule rather than the exception, that the honor code is fundamental to the success of the school and all associated with it, and that communication and cooperation will prevail throughout the school community.

The honor system is based on the belief that each student has a personal code of integrity and is aware of the possibility of improvement in oneself, the school, and the community. Such an honor system exists only where there is mutual respect and acceptance of responsibility, implying a conscious effort to observe the school rules without supervision. Consideration for others is an integral part of the honor system.

Basic to understanding school standards is another concept: Rules and regulations are kept to a minimum, but the entire school community realizes that the freedom experienced is not to be interpreted as license and, therefore, that any verbal or physical abuse of individuals, the school, or the community in which

the school is located will not be tolerated.

THE SCHOOL HONOR CODE

Purpose

The honor code seeks to build a community in which people respect and care for each other. People must be responsible for their own actions and protect trust and integrity by not participating in or condoning behavior that undermines that spirit.

The Honor Code

In choosing the school as a place to learn and a place to work, each member of the community—student, faculty staff, and parent—agrees to sustain an environment of honesty and integrity. We will, individually and collectively, do our part to create and maintain trust, respect, and care throughout school life by accepting responsibility for our own actions and those of others. We make this commitment to ensure that each of us may grow both in knowledge and in wisdom and that we may

STUDENT CONDUCT AND DISCIPLINE POLICIES

leave this school having enriched it by our presence.

ACADEMIC HONESTY

Plagiarism and cheating are particularly difficult problems. Each teacher discusses with each class early in the year just what is and what is not plagiarism and the importance of academic honesty. The following is an appropriate interpretation:

1. Discussing a problem and its solution or an essay topic with one or more other students is permissible only if so stated by the teacher.
2. Using the words of another student or an author without quotation marks or footnotes is academically dishonest.
3. Even if a few words are changed, a student is guilty of plagiarism if, without giving proper credit, he or she uses specific ideas or material (including formats and methods of organization) not commonly known.

Prior to each assignment of a reference paper, it is customary for the teacher again to review plagiarism in class. Students are urged to discuss with the teacher any question that may exist over specific passages before submitting the final paper

Teachers make spot checks of references when correcting papers. Tests and examinations are prepared and administered so that any temptation to copy will be at a minimum.

The first time plagiarism or cheating is detected by a teacher, the teacher has two options:

1. The paper receives a zero, the teacher reports the incident to the administrator, and the teacher or administrator keeps the paper. A letter from the assistant head to the student's parents is written after the first offense, and the student is placed on probation.
2. A teacher may report the incident to the honor council. A repetition of a cheating or plagiarism offense at any time during a student's academic career may result in immediate expulsion.

STUDENT CONDUCT AND DISCIPLINE POLICES

Before any of the following discipline measures are applied, it is recommended that school personnel attempt to alter negative behavior through counseling with students and/or parents. Severity of probable actions is subject to change due to reoccurrence and/or degree of behavior violations. Parent contact is recommended when any of the following actions are taken. Students will be responsible for being familiar with and complying with these guidelines.

DRESS AND APPEARANCE

Students are expected to be well groomed and neatly dressed. Clothing or hairstyles that distract from the purpose or conduct of the school are not permitted. We respectfully agree to the following dress code guidelines and ask that teachers follow these guidelines as well.

1. All shirts must be long enough to be tucked in. Shirts may be worn untucked, but, if questioned, the student must tuck in the shirt. If the shirt becomes untucked or the midriff is exposed when the arms are lifted, the shirt must be changed.
2. All shirts must have a sleeve. Mesh tops or see-through tops are inappropriate.
3. No vulgar, obscene, or suggestive words, pictures, or graphics should be worn on any clothing or jewelry. Inappropriate topics include alcohol, tobacco or illegal drugs, sexual innuendo or connotation, or profanity (words or pictures).
4. Skirts and shorts may be worn as long as they are no shorter than three inches above the knee. If the skirt or short length does not meet this guideline, the skirt or shorts must be changed.
5. No headwear—such as hats, visors, bandanas, sunglasses, or toboggans—may be worn or carried in the building during the school day. When a student arrives at school, all headgear should be placed promptly in the student's backpack.
6. Outer coats must be put on the hooks upon arriving at school. Absolutely no outerwear or coats shall be worn during the school day. Those students traveling outside the building to vocational school or with office systems, etc., may pick up their coats from the hooks prior to leaving the building and return them to the hooks when reentering the building. Sweaters, sweatshirt jackets, and light jackets can be worn indoors and are not considered outerwear.
7. Sagging pants are not acceptable. Waist line should be worn at the waist.

STUDENT CONDUCT AND DISCIPLINE POLICES

Belts are required.

8.No Spandex is allowed.

9.No confederate flags may be displayed.

10.No chains are to be worn.(This does not include regular jewelry but does include wallet chains.)

11. Students must adhere to the uniform code.

Policy on Enforcing Dress Code Violations

Be aware that multiple offenses can occur in the same day.

- **First Offense:** Conference with the staff member who finds the violation. If the violation can be corrected on the spot, it will be done. Written notice of the infraction will be sent to the office at the end of the day. If the violation cannot be corrected, the student will be sent to the principal's office. If the office does not correct it, the student will be sent to in school suspension. If in school suspension is full, the student will be sent home.
- **Second Offense:** Parent notification. Student will remain in the office until parent/guardian brings clothes, or the student will be sent home. Parent conference must be held before the student's return to school.
- **Third Offense:** Parent notification and one day in in-school suspension or one day's suspension.
- **Fourth Offense:** Parent notification and three days' suspension.

FIGHTING

Fighting is of a particularly disruptive nature in a school setting; therefore, the school will contact the parents of anyone who is involved in a fight and the student will be sent home (or will be placed in in-school suspension until parents can be reached). A parent conference must be held before the student is returned to school. Students can expect a five day in-school suspension for fighting, if the infraction warrants, student may be expelled or have their transfer revoked.

PUBLIC DISPLAY OF AFFECTION

Students are expected to conduct themselves in a respectable manner. Inappropriate displays of affection include prolonged embracing and kissing. Violations of these standards will be dealt with on these levels:

1. Warning

STUDENT CONDUCT AND DISCIPLINE POLICES

2. Counseling
3. Parent notification
4. Disciplinary action for persistent offenders

PROFANITY

Many times the way an individual behaves at school reflects a general attitude. We at the school believe that the use of profanity or vulgar language or gestures by students or staff members portrays a very negative image. Consequently, profanity on school grounds will not be tolerated. Moreover, it will be treated as a discipline problem and punished accordingly.

PROHIBITED ARTICLES

Problems sometimes arise because students bring noneducational articles to school. Such items include, but are not limited to, games, knives, fireworks, tape players, radios, boom boxes, portable phones, televisions, etc. If they are brought to school, they will be taken away. Occasionally students have articles that are hazardous to the safety of others or interfere in some way with school procedure. If at any time students have weapons or dangerous instruments on their persons, in their lockers, on school grounds, in the school building or in their possession, the articles will be confiscated and the proper officials notified.

FUND-RAISING

Certain school organizations may conduct sales campaigns only with the approval of the board of directors and the administrator. All other sales are prohibited, including sales for other schools, churches, and for personal profit.

DETENTION HALL

Detention hall is held after school from 3:30 to 4:30 and may be assigned by teachers, librarians, or office staff. Parents must be contacted and are expected to provide transportation home. Detention will be held twice weekly and the administrator, as needed, will decide the days.

STUDENT CONDUCT AND DISCIPLINE POLICES

IN-SCHOOL SUSPENSION

In-school suspension is used in lieu of suspension and will provide the student the opportunity to remain in school, continue regular classwork, and receive counseling while being disciplined for infractions of the discipline code. Students who are assigned in-school suspension may not participate in extracurricular activities on the day assigned to the program.

HALLPASSES

Students are not permitted to be in the hallways or restrooms while class is in session unless their classroom teacher has signed time and destination on a hall pass. Any student without a pass signed by a teacher will be considered to be in violation of school policy (out of assigned area). Teachers are encouraged to restrict hall passes unless for emergencies or for situations that they deem to be of a serious nature or necessary purpose.

COMPUTER USAGE

Computers are provided throughout the school for academic purposes. Students who attempt to alter the current configuration of any computer without the supervising teacher's permission are interrupting that educational purpose. Any addition or modification of computer programs and operating systems is prohibited. The making of illegal copies or destroying programs is also prohibited. Any inappropriate use of computers in the school setting will be considered an act of vandalism.

POSSESSION AND USE OF TOBACCO PRODUCTS

The use of any tobacco product is prohibited on school property including the parking lot by city ordinance. Students shall not possess, smoke, or use tobacco products on a school bus, at school, or at any school related activity on school grounds during regular school hours, nor shall any student possess, smoke, or use tobacco products at any school-sponsored or endorsed activity while said student is a participant in such activity

STUDENT CONDUCT AND DISCIPLINE POLICES

This school stresses respect for others and for the rights of others, among them the right to a school and classroom environment that facilitates learning. Students who by their disruptive behavior consistently deprive others of this right will be subject to disciplinary action, including suspension and expulsion from the school.

SUSPENSION AND EXPULSION

The Administrator, as an agent of the Board of Directors, has the right to suspend, expel, or revoke a student's transfer pursuant to the following criteria, as approved by the commissioner of education in chartering this school, and upon the recommendation of the director in consultation with the student's teachers: (1) physical assault on another student, member of the staff, or board member; (2) carrying a weapon; (3) possession or consumption of alcohol, or a controlled dangerous substance, possession of drug paraphernalia on school premises, or being under the influence of such substances on school premises; (4) conduct constituting a danger to the physical well-being of other students; (5) continued and willful disobedience or open defiance of any authority figure employed by the school; (6) expropriation of another student's or a staff member's personal property; whether by theft, through force, or by intimidation; (7) habitual use of profanity or obscenities; and (8) willfully causing damage to school property. No student shall be suspended or expelled unless the conduct for which he or she is to be disciplined is related to school activities and/or attendance and occurred on school property, including school buses or while on a school sponsored or endorsed trip. Disciplinary actions will have no bearing on the student's academic standing, except in cases of dishonesty.

These general guidelines for suspension, expulsion, and revocation of transfer will be reviewed and modified, as appropriate, by the school trustees together with the school administration.

CODES OF CONDUCT

The school intends to provide an orderly environment conducive to learning and based on principles of student involvement and participation, personal responsibility, respect for others, and good citizenship. Ongoing disruptive behavior on the part of one student is an infringement on the rights of other students.

STUDENT CONDUCT AND DISCIPLINE POLICES

DISCIPLINARY POLICY

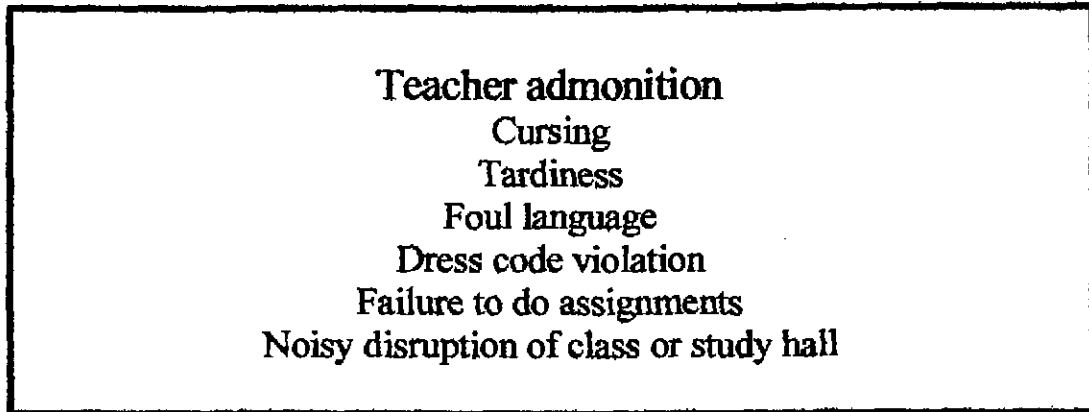
Clear communication and clearly defined limits promote acceptable behavior. To this end, the administration, staff, and student representatives of the school will develop guidelines for student conduct on school property with the attendant regulations and procedures that constitute the school's disciplinary policy. In all cases these guidelines will be appropriate to the age level and maturity of the child, will be commensurate with the nature of the violation, will respect all children's rights, and will hold them accountable for their behavior. Treatment of students will be consistent without regard to race, color, creed, religion, sex, ancestry; national origin, socioeconomic status, academic, artistic or athletic ability. It will be the responsibility of each classroom teacher to make sure that students know, from the beginning of school, what the particular rules and regulations of that classroom are and to interact with pupils in a manner that encourages self-discipline.

STUDENT CONDUCT AND DISCIPLINE POLICES

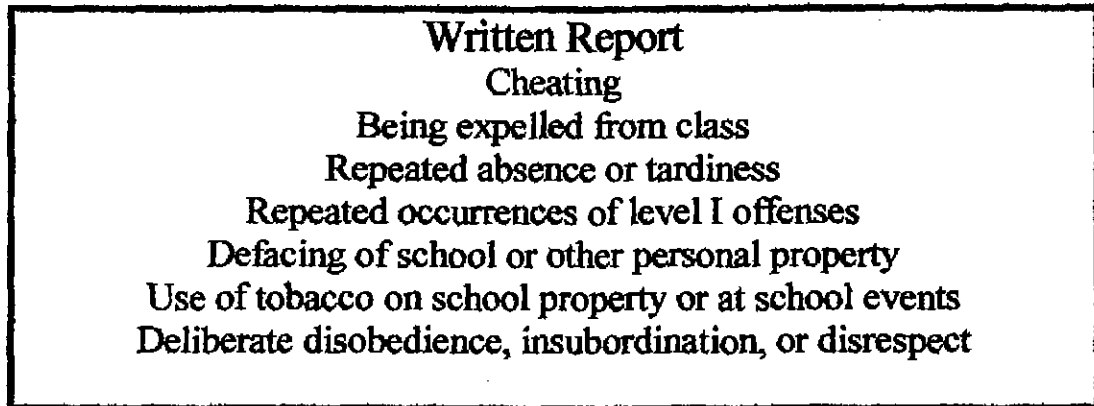
LEVEL OF OFFENSES AND REPERCUSSIONS

The following lists provide examples of offenses and their consequences. The lists are not necessarily all-inclusive and, therefore, teachers and the principal are not limited in application because an item was not on the list.

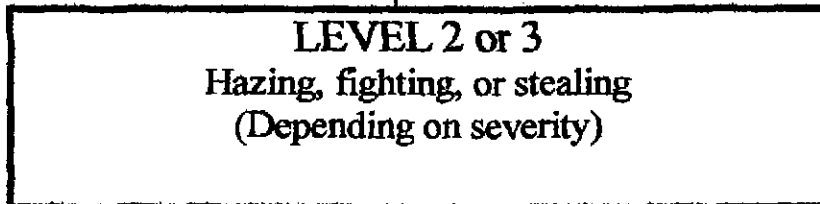
LEVEL 1



LEVEL 2



LEVEL 2 or 3



STUDENT CONDUCT AND DISCIPLINE POLICES

LEVEL 3

Written Report/Suspension

- Indecent exposure
- Repeated level 2 offenses
- Setting off a false fire alarm
- Tampering with a fire extinguisher
- Setting off firecrackers or incendiary devices in school
- Coming to school under the influence of controlled substances
- Use of alcohol or other controlled substances on school property or in connection with school events.
- Purposeful destruction of school property; teacher property; or the personal property of others
- Distribution or abuse of over-the-counter medication or drugs

LEVEL 4

Written Report/Expulsion

- Striking a teacher
- Conviction of a felony
- Making a bomb threat
- Repeated level 3 offenses
- Bringing a firearm to school
- Sale or distribution of controlled substances or prescription drugs

A student whose general attitude and conduct demonstrates an unwillingness to follow the principles that govern the school will be dismissed from the student body.

ADMISSIONS AND ATTENDANCE: ABSENCES AND EXCUSES

Make-Up Work

Make-up assignments or tests shall be made available to students after any absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the student shall be responsible for finding out about the assignments and for satisfactorily making up the work within the allotted time.

Attendance Committees

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

The Superintendent or designee shall make the specific appointments in accordance with legal requirements.

Students who have lost credit because of unexcused absences may regain credit by fulfilling the requirements established by the attendance committee.

Extenuating Circumstances

The Board has established the following as extenuating circumstances:

1. Board-approved extracurricular activity or public performance subject to limitations.
2. Required screening, diagnosis, and treatment for Medicaid eligible students.
3. Documented health care appointment, if the student begins classes or returns to school on the same day as the appointment.
4. Temporary absence resulting from any cause acceptable to the teacher, principal, or Administrator.
5. Juvenile court proceeding documented by a probation officer.
6. Absence required by state or local welfare authorities.
7. Family emergency or unforeseen or unavoidable instance requiring immediate attention.
8. Approved college visitations.

ADMISSIONS AND ATTENDANCE: ABSENCES AND EXCUSES

Absences for which the student has shown extenuating circumstances and completed routine mak-up work shall be considered as days of attendance for computing the required percentage of attendance.

Personal Illness

When a student's absence for personal illness exceeds four consecutive days, the student shall present a statement from a physician or health clinic verifying the illness or other condition requiring the student's extended absence from school. The attendance committee may, if the student has established a questionable pattern of absences, also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

Attendance For Credit

A student and the student's parent or guardian shall be given written notice prior to and upon a student's attendance in any class dropping below 90 percent of the days the class is offered. When a student's attendance drops below 90 percent of the days the class is offered, the student, parent, or representative may submit a written petition to the appropriate attendance committee requesting award of credit. The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit.

Petitions for credit may be filed at any time the student receives notice, but in any event no later than 30 days after the last day of classes.

The attendance committee may review the records of all students whose attendance drops below 90 percent of the days the class is offered, whether or not a petition is filed.

Imposing Conditions For Awarding Credit

For absences evaluated by the attendance committee, the committee may impose conditions on the receipt of credit, such as requiring the student to:

1. Complete additional assignments, as specified by the committee.

ADMISSIONS AND ATTENDANCE: ABSENCES AND EXCUSES

2. Satisfy time-on-task requirements before and or after school.
3. Attend tutorial sessions as scheduled.
4. Attend Saturday classes.
5. Maintain the attendance standards for the rest of the semester.
6. Take an examination to earn credit. In all cases, the student must also earn a passing grade in order to receive credit

Appeals

The attendance committee's decision may be appealed to the Board by submitting a written request to the Administrator. Appeals shall be handled as provided by the student complaint policies.

Withdrawal For Nonattendance

The District may initiate withdrawal of a student for nonattendance under the following conditions:

1. The student has been absent 20 consecutive school days.
2. Repeated efforts by the School and or Administrator to locate the student have been unsuccessful.

ADMISSION AND ATTENDANCE: ABSENCES AND EXCUSES

All public schools shall maintain records to reflect the average daily attendance (ADA). The Superintendent, principals, and teachers shall maintain accurate, current attendance records.

Minimum Enrollment

A student must be enrolled for at least two hours to be considered in membership for a half-day and for at least four hours to be considered in membership for one full day.

Half-Day Students

Students enrolled on a half-day basis may earn only half-day attendance each school day. Attendance is determined for these pupils by recording absences in a period during the half-day they are scheduled to be present.

Attendance Periods

Attendance for all grades shall be determined by the absences recorded in the second or fifth period of the day, unless the Charter has obtained permission from TEA for an alternate period to record absences.

The established period in which absences are recorded may not be changed during the school year.

Students absent during the daily period selected by the Charter for taking attendance shall be counted absent for the entire day. Students present at the time attendance is taken shall be counted present for the entire day.

Students in alternative education programs shall be counted in computing the average daily attendance of students in the District for the student's time in actual attendance in the program.

Exceptions

A student not actually on campus at the time attendance is taken may be considered in attendance for Foundation School Program purposes if:

1. The student is participating in a Board approved extracurricular activity or public performance, which is under the direction of a member of the Charter's professional staff or an adjunct staff member who has a bachelor's degree and is eligible for participation in TRS.

ADMISSION AND ATTENDANCE: ABSENCES AND EXCUSES

2. The student is participating in a mentorship approved by Charter personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in 19 TAG 74.13(a)(3).

3. The student is Medicaid-eligible and participating in the Early and Periodic Screening, Diagnosis, and Treatment Program. Such students may be excused for up to one day at any time without loss of ADA.

4. The student is observing holy days, including days of travel to or from a site where the student will observe holy days. Excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the religious holy days. A student whose absence is excused for the purpose of observing religious holy days shall not be penalized for the absence and shall be counted as having attended for purposes of calculating the average daily attendance in the Charter.

5. The student has a documented appointment with a healthcare professional during regular school hours, if that student commences classes or returns to school on the same day of the appointment. The appointment should be supported by a document such as a note from the health care professional. Students excused under this provision shall be allowed a reasonable time to make up schoolwork missed on those days. If the student satisfactorily completes the work, the days of absence shall be counted as days of compulsory attendance. A student whose absence is excused for an appointment with a health care professional shall not be penalized for the absence and shall be counted as having attended for purposes of calculating the average daily attendance in the District.

Education code 25.087; 19 TAC 12921

Excused Absences

The following shall receive excused absences when all conditions are met

1. A student who has been referred to a juvenile court for delinquent conduct or conduct indicating a need for

ADMISSION AND ATTENDANCE: ABSENCES AND EXCUSES

supervision shall be excused when:

- a. The assigned juvenile judge or probation officer has detained the student or required the student to participate in activities related to the student's referral;
 - b. Detention or participation in such activities resulted in absence from class;
 - c. The probation officer communicates the cause of the absence in writing to Charter personnel; and
 - d. The student successfully completes all missed assignments.
2. A student who has been referred to the Texas Department of Human Services or a county or local welfare unit on the basis that he or she has been abused or is neglected shall be excused when:
- a. The student's Caseworker has required the student to participate in activities related to the student's referral;
 - b. Participation in such activities resulted in the student's absence from class;
 - c. The caseworker communicates the reason for the absence to Charter personnel; and
 - d. The student successfully completes all missed assignments.
3. A child required to attend school may be excused for temporary absence resulting from any cause acceptable to the teacher; Principal, Administrator of the school in which the child is enrolled.

Education code 25.087; 19 rAC 129.22

Attendance For
Credit

A student shall be given credit for a class only if the student has been in attendance 90 percent of the days the class is offered, unless an attendance committee appointed by the

Exhibit R

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ADMISSION AND ATTENDANCE: ABSENCES AND EXCUSES

Board gives the student credit because there were extenuating circumstances for the absences. The Board shall establish guidelines for determining what constitutes extenuating circumstances and shall adopt policies that establish alternative ways for students to make up work or regain credit lost because of absences for extenuating circumstances.

The Board may establish alternative ways for students with unexcused absences to make up work or regain credit. The alternative ways must include at least one option that does not require a student to pay a fee, but the option must be substantially the same as the availability of the educational program for which the District may charge a fee. This policy does not affect a student's right to excused absences to observe religious holy days.

Attendance
Committee
Hearing

Classroom teachers shall comprise a majority of the attendance committee. The attendance committee shall hear each case in which a student's attendance falls below the 90 percent threshold and a petition by the student or his or her parent or legal guardian has been filed. The committee may give class credit to a student because of extenuating circumstances according to policies adopted by the Board that establish ways for a student to make up work or regain credit lost because of absences.

Education Code 25.092

Appeal

If a student is denied credit for a class by an attendance committee, the student may appeal the decision to the Board.

ADMISSION AND ATTENDANCE: COMPULSORY ATTENDANCE

Compulsory Attendance

Students who are at least six years of age, or who have been previously enrolled in first grade, and who have not yet reached their eighteenth birthday shall attend school for the entire period the program is offered, unless exempted as indicated below. Students enrolled in prekindergarten or kindergarten shall attend school.

A person who voluntarily enrolls in school or voluntarily attends school after the person's eighteenth birthday shall attend school each school day for the entire period the program of instruction is offered. The Charter may revoke such a person's enrollment if the person has more than five unexcused absences in a semester. A person whose enrollment is revoked for exceeding this limit may be considered an unauthorized person on school grounds for the purpose of Education code 37.017 regarding trespassing.

A student must also attend:

1. Tutorials the student is required to attend under Education Code 29.084.
2. An accelerated reading instruction program to which a student has been assigned under Education Code 28.006
3. An accelerated Instruction program to which the student is assigned under Education Code 28.0211; or
4. A basic skills program to which the student is assigned under Education Code 29.086.

Education Code 25.085

Exemptions

Students who meet one or more of the following conditions shall be exempt from compulsory attendance requirements:

1. The student is at least 17 years of age and has been issued a high school equivalency certificate or diploma.
2. The student attends a private or parochial school that includes in its course a study of good citizenship. A student in a home school shall be exempt from compulsory attendance if he or she is pursuing in good faith a curriculum consisting of books, workbooks,

ADMISSION AND ATTENDANCE: COMPULSORY ATTENDANCE

other written materials (including those that appear on an electronic screen of either a computer or video tape monitor), or any combination of these. The curriculum shall be designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

3. The student is eligible to participate in the Charter's Special education program under Education Code 29.003 and cannot be appropriately served by the resident district.
4. The student has a temporary and remediable physical or mental condition that renders attendance infeasible and has a certificate from a qualified physician that specifies the condition, indicates the prescribed treatment, and covers the anticipated time of absence needed for remedial treatment.
5. The student has been expelled in accordance with legal requirements a school district that does not participate in a mandatory Juvenile Justice alternative education program.
6. The student is at least 17 years old and is attending a course of instruction to prepare for the high school equivalency examinations and:
 - a. Has the permission of the student's parent or guardian to attend the course;
 - b. Is required by court order to attend the course;
 - c. Has established a residence separate and apart from the student's parent, guardian, or other person having lawful control of the child; or
 - d. Is homeless as defined by 42 U.S.C. 11302.
7. The student is enrolled in the Texas Academy of Leadership in the Humanities.

**ADMISSION AND ATTENDANCE:
COMPULSORY ATTENDANCE**

8. The student is enrolled in the Texas Academy of Mathematics and Science.
9. The student is at least 16 years old and in attendance upon a course of instruction to prepare for the high school equivalency examinations, provided that the student is recommended to the course of instruction by a public agency that has supervision or custody of the student under a court order or the student is enrolled in a Job Corps training program under the Job Training Partnership Act (29 USC 1501).
10. The student is specifically exempted under another law.
11. The student is observing holy days, including days of travel to or from a site where the student will observe holy days. Excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the religious holy days. A student whose absence is excused for the purpose of observing religious holy days shall not be penalized for the absence.
12. The student has a documented appointment with a health care professional during regular school hours, if that student commences classes or returns to school on the same day of the appointment. The appointment should be supported by a document such as a note from the health care professional. Students excused under this provision shall be allowed a reasonable time to make up school work missed on those days. If the student satisfactorily completes the work, the days of absence shall be counted as days of compulsory attendance. A student whose absence is excused for an appointment with a health care professional shall not be penalized for the absence.

Education code 25.087; 19 TAC 12921

**ADMISSION AND ATTENDANCE:
COMPULSORY ATTENDANCE**

Temporary
Absence

A person required to attend school may be excused for temporary absence resulting from any cause acceptable to the teacher, principal, or Administrator of the school in which the person is enrolled. *Education code 25.067(a)*

Truancy
Parent Liability

If any parent or person standing in parental relation to a child who is required to attend school fails to require the child to attend school, the School shall warn the parent in writing that attendance is immediately required.

It after this warning, a parent or person standing in parental relation with criminal negligence fails to comply and if the child has unexcused voluntary absences for the amount of time specified under Family Code 51.03(b)(2), the School shall file a complaint against him or her in an appropriate court, as permitted under Education code 25.093. In addition, if the child has been referred to the Juvenile court for engaging in conduct in need of supervision, the attendance officer shall also file a complaint against the parent in that court. If no referral has been made, the School shall refer the child to the county Juvenile probation department for action as engaging in conduct indicating a need for supervision.

Education code 25.093

Warning Notice

The Charter may notify a student's parent in writing if, in a six-month period, the student has been absent without an excuse five times for any part of the day. The notice may state that if the student is absent without an excuse for ten or more days or parts of days in a six-month period, the student and the student's parent are subject to prosecution.

Notice to the parent described above is not required if the student is a party to a Juvenile court proceeding for conduct indicating a need for supervision.

The fact that a parent did not receive the notice described above is not a defense to prosecution for the parent's failure to require a child to attend school nor for the student's failure to attend school.

Education code 25.095

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ADMISSION AND ATTENDANCE: COMPULSORY ATTENDANCE

Student Liability

A student who is required to attend school under the compulsory attendance laws and fails to attend school for the amount of time specified in Family code 51.03(b)(2) without an excuse as provided by Education Code 25.067 may be prosecuted for truancy in:

1. The Justice court in county in which the student resides;
2. The Justice court in the county in which the school is located;
3. The municipal court in the municipality in which the child resides; or
4. The municipal court in the municipality in which the school is located.

Education code 25.094(a)(b)

Conduct In Need Of Supervision

Conduct indicating a need for supervision includes the unexcused voluntary absence of a child on ten or more days or parts of days within a six month period or three or more days or parts of days within a four-week period without the consent of the child's parents. For purposes of a determination that a child is in need of supervision by the Juvenile court, "child" does not include a person who is married, divorced or widowed. Family code 51.05 (b)(2)(e)

Students in violation of the compulsory attendance law shall be reported to the County attendance officer, who may institute court action as provided by law.

Attendance Accounting

The Administrator or designee shall be responsible for maintaining a student attendance accounting system in accordance with statutory and TEA requirements.

The Superintendent or designee shall report annually to the board concerning the operation and effectiveness of the Charter's student attendance system, and may present recommendations for improvement.

in Flow Projection Worksheet Yr 1
 the Fiscal Year Ended August:

2001

name of Charter School Phoenix Charter School

Contact Person Vickie Glasscock

Telephone (903) 454-7153

279

Rounded to Even
 Dollars

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Balance	\$											
Inflows												
Local Sources	\$											
State Sources		76751	36,751	36,751	36,751	36,751	36,751	36,751	36,751	36,751	36,751	36,751
Federal Sources	\$											
Loans	\$											
Total Receipts		76751	76751	36751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$4
Outgoes												
Payroll		\$15,200	\$51,520	\$28,230	\$28,230	\$28,230	\$28,230	\$28,230	\$28,230	\$28,230	\$28,230	\$28,230
Services												
Professional Services		4,356	\$4,356	\$4,356	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146
Rent		2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Utilities		2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600
Other Services		6300	6300	6300	0	0	0	0	0	0	0	0
Supplies		642	642	642	642	642	642	642	642	642	642	642
Travel & Other												
Operating		333	333	333	333	333	333	333	333	333	333	333
Principal and Interest for Loans and Other Financing Obligations	\$											
Purchase of Equipment, Furniture, Buildings, Land and Other Capital Outlay		7200										
Total Cash Outgoes		75751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751
Excess (Deficiency) Cash Inflow to Cash Outgoes for the Month	\$											
Ending Balance		0										

Charter School Budget Categories

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year				\$0
Estimated Revenues:				
Local Sources				\$0
State Sources	5811			\$481,014
Federal Sources				\$0
Other Sources				\$0
Total Estimated Revenues		\$0	\$0	\$481,014
Estimated Expenses:				
Payroll Costs	6100			\$414,242
Professional and Contracted Services	6200			\$56,272
Supplies and Materials	6300			\$6,500
Other Operating Costs	6400			\$4,000
Debt Expense	6500			\$0
Total Estimated Expenses		\$0	\$0	\$481,014
Gains	7950			\$0
Losses	8950			\$0
Change in Net Assets		\$0	\$0	\$0
Net Assets at End of Year		\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instruction	11				
Payroll Costs		6100			\$333,166
Professional and Contracted Services		6200			\$1,500
Supplies and Materials		6300			\$3,000
Other Operating Costs		6400			\$1,000
Debt Expense		6500			\$0
Total Instruction			\$0	\$0	\$338,666
Instructional Resources and Media Services	12				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Instructional Resources and Media Services			\$0	\$0	\$0
Curriculum Development and Instructional Staff Development	13				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Curriculum and Instructional Staff Development			\$0	\$0	\$0

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Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instructional Leadership:	21				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Interest		6500			\$0
Total Instructional Leadership			\$0	\$0	\$0
School Leadership:	23				
Payroll Costs		6100			\$61,175
Professional and Contracted Services		6200			\$500
Supplies and Materials		6300			\$500
Other Operating Costs		6400			\$1,000
Debt Interest		6500			\$0
Total School Leadership			\$0	\$0	\$63,175
Guidance, Counseling and Evaluation Services	31				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Interest		6500			\$0
Total Guidance, Counseling and Evaluation Services			\$0	\$0	\$0

00293

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Social Work Services:	32				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Social Work Services			\$0	\$0	\$0
Health Services:	33				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Health Services			\$0	\$0	\$0
Student Transportation	34				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Student Transportation			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Food Services:	35				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Food Services			\$0	\$0	\$0
Cocurricular/Extracurricular Activities:	36				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Cocurricular/Extracurricular Activities:			\$0	\$0	\$0
General Administration:	41				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total General Administration			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Plant Maintenance and Operations:	51				
Payroll Costs		6100			\$19,901
Professional and Contracted Services		6200			\$54,272
Supplies and Materials		6300			\$3,000
Other Operating Costs		6400			\$2,000
Debt Expense		6500			\$0
Total Plant Maintenance and Operations			\$0	\$0	\$79,173
Security and Monitoring Services:	52				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Security and Monitoring Services:			\$0	\$0	\$0
Data Processing Services:	53				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Data Processing Services			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Community Services:	61				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Community Services			\$0	\$0	\$0
Fund Raising:	81				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Fund Raising			\$0	\$0	\$0

Charter School Budget Categories

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year				\$0
Estimated Revenues:				
Local Sources				\$0
State Sources	5811			\$630,020
Federal Sources				\$0
Other Sources				\$0
Total Estimated Revenues		\$0	\$0	\$630,020
Estimated Expenses:				
Payroll Costs	6100			\$477,494
Professional and Contracted Services	6200			\$61,000
Supplies and Materials	6300			\$57,326
Other Operating Costs	6400			\$21,200
Debt Expense	6500			\$13,000
Total Estimated Expenses		\$0	\$0	\$630,020
Gains	7950			\$0
Losses	8950			\$0
Change in Net Assets		\$0	\$0	\$0
Net Assets at End of Year		\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instruction	11				
Payroll Costs		6100			\$378,160
Professional and Contracted Services		6200			\$10,000
Supplies and Materials		6300			\$15,000
Other Operating Costs		6400			\$5,000
Debt Expense		6500			\$0
Total Instruction			\$0	\$0	\$408,160
Instructional Resources and Media Services	12				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Instructional Resources and Media Services			\$0	\$0	\$0
Curriculum Development and Instructional Staff Development	13				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Curriculum and Instructional Staff Development			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instructional Leadership:	21				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Interest		6500			\$0
Total Instructional Leadership			\$0	\$0	\$0
School Leadership:	23				
Payroll Costs		6100			\$67,069
Professional and Contracted Services		6200			\$1,000
Supplies and Materials		6300			\$1,200
Other Operating Costs		6400			\$1,200
Debt Interest		6500			\$0
Total School Leadership			\$0	\$0	\$70,469
Guidance, Counseling and Evaluation Services	31				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Interest		6500			\$0
Total Guidance, Counseling and Evaluation Services			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Social Work Services:	32				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Social Work Services			\$0	\$0	\$0
Health Services:	33				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Health Services			\$0	\$0	\$0
Student Transportation	34				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Student Transportation			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Food Services:	35				
Payroll Costs		6100			\$7,419
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$20,000
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Food Services			\$0	\$0	\$27,419
Cocurricular/Extracurricular Activities:	36				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Cocurricular/Extracurricular Activities:			\$0	\$0	\$0
General Administration:	41				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total General Administration			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Plant Maintenance and Operations:					
	51				
Payroll Costs		6100			\$24,846
Professional and Contracted Services		6200			\$50,000
Supplies and Materials		6300			\$21,126
Other Operating Costs		6400			\$15,000
Debt Expense		6500			\$13,000
Total Plant Maintenance and Operations			\$0	\$0	\$123,972
Security and Monitoring Services:					
	52				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Security and Monitoring Services:			\$0	\$0	\$0
Data Processing Services:					
	53				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Data Processing Services			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Community Services:	61				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Community Services			\$0	\$0	\$0
Fund Raising:	81				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Fund Raising			\$0	\$0	\$0

Charter School Budget Categories

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year				\$0
Estimated Revenues:				
Local Sources				\$0
State Sources				\$945,030
Federal Sources				\$0
Other Sources				\$0
Total Estimated Revenues		\$0	\$0	\$945,030
Estimated Expenses:				
Payroll Costs	6100			\$817,293
Professional and Contracted Services	6200			\$54,737
Supplies and Materials	6300			\$41,500
Other Operating Costs	6400			\$18,500
Debt Expense	6500			\$13,000
Total Estimated Expenses		\$0	\$0	\$945,030
Gains	7950			\$0
Losses	8950			\$0
Change in Net Assets		\$0	\$0	\$0
Net Assets at End of Year		\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instruction	11				
Payroll Costs		6100			\$676,502
Professional and Contracted Services		6200			\$10,000
Supplies and Materials		6300			\$10,000
Other Operating Costs		6400			\$5,000
Debt Expense		6500			\$0
Total Instruction			\$0	\$0	\$701,502
Instructional Resources and Media Services	12				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Instructional Resources and Media Services			\$0	\$0	\$0
Curriculum Development and Instructional Staff Development	13				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Curriculum and Instructional Staff Development			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instructional Leadership:	21				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Interest		6500			\$0
Total Instructional Leadership			\$0	\$0	\$0
School Leadership:	23				
Payroll Costs		6100			\$69,667
Professional and Contracted Services		6200			\$1,200
Supplies and Materials		6300			\$1,500
Other Operating Costs		6400			\$1,500
Debt Interest		6500			\$0
Total School Leadership			\$0	\$0	\$73,867
Guidance, Counseling and Evaluation Services	31				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Interest		6500			\$0
Total Guidance, Counseling and Evaluation Services			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Social Work Services:	32				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Social Work Services			\$0	\$0	\$0
Health Services:	33				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Health Services			\$0	\$0	\$0
Student Transportation	34				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Student Transportation			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Food Services:	35				
Payroll Costs		6100			\$31,723
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$18,000
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Food Services			\$0	\$0	\$49,723
Cocurricular/Extracurricular Activities:	36				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Cocurricular/Extracurricular Activities:			\$0	\$0	\$0
General Administration:	41				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total General Administration			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Plant Maintenance and Operations:	51				
Payroll Costs		6100			\$39,401
Professional and Contracted Services		6200			\$43,537
Supplies and Materials		6300			\$12,000
Other Operating Costs		6400			\$12,000
Debt Expense		6500			\$13,000
Total Plant Maintenance and Operations			\$0	\$0	\$119,938
Security and Monitoring Services:	52				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Security and Monitoring Services:			\$0	\$0	\$0
Data Processing Services:	53				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Data Processing Services			\$0	\$0	\$0

Charter School Budget Categories (Continued)

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Community Services:	61				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Community Services			\$0	\$0	\$0
Fund Raising:	81				
Payroll Costs		6100			\$0
Professional and Contracted Services		6200			\$0
Supplies and Materials		6300			\$0
Other Operating Costs		6400			\$0
Debt Expense		6500			\$0
Total Fund Raising			\$0	\$0	\$0

Cash Flow Projection Worksheet Yr 1
For the Fiscal Year Ended August : 2001

Name of Charter School Phoenix Charter School
Contact Person Vickie Glascock
Telephone (903) 454-7153

Rounded to Even Dollars

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Begin Balance	\$											
Cash Inflows												
Local Sources	\$											
State Sources	76751	36,751	36,751	36,751	36,751	36,751	36,751	36,751	36,751	36,751	36,751	36,751
Federal Sources	\$											
Loans	\$											
Total Receipts	76751	76751	36751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$4	\$36,751
Cash Outgoes												
Payroll	51520	\$51,520	\$28,230	\$28,230	\$28,230	\$28,230	\$28,230	\$28,230	\$28,230	\$28,230	\$28,230	\$28,230
Services												
Professional Services	4356	\$4,356	\$4,356	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146
Rent	2000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Utilities	2500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Other Services	8300	8300	8300	0	0	0	0	0	0	0	0	0
Supplies	542	542	542	542	542	542	542	542	542	542	542	542
Travel & Other Operating	333	333	333	333	333	333	333	333	333	333	333	333
Principal and Interest for Loans and Other Financing Obligations	\$											
Purchase of Equipment, Furniture, Buildings, Land and Other Capital Outlay	7200											
Total Cash Outgoes	76751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751	\$36,751
Excess (Deficiency) Cash Inflows to Cash Outgoes for the Month	\$											
Ending Balance	0											

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Cash Flow Projection Worksheet Yr 2
For the Fiscal Year Ended August 31st _____ 2002

Name of Charter School Phoenix Charter School
Contact Person Vickie Glascock
Telephone (903) 454-7153

Rounded to Even
Dollars

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Beg Balance		0										
Cash Inflows												
Local Sources \$												
State Sources	\$2502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502
Federal Sources \$												
Loans \$												
Total Receipts	\$2502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502	\$2,502
Cash Outgoes												
Payroll	\$39,792	\$39,792	\$39,792	\$39,792	\$39,792	\$39,792	\$39,792	\$39,792	\$39,792	\$39,792	\$39,792	\$39,792
Services												
Professional Services	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583
Rent	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Utilities	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Other Services \$												
Supplies	\$4,777	\$4,777	\$4,777	\$4,777	\$4,777	\$4,777	\$4,777	\$4,777	\$4,777	\$4,777	\$4,777	\$4,777
Travel & Other Operating	\$1,787	\$1,787	\$1,787	\$1,787	\$1,787	\$1,787	\$1,787	\$1,787	\$1,787	\$1,787	\$1,787	\$1,787
Principal and Interest for Loans and Other Financing Obligations	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083
Purchase of Equipment, Furniture, Buildings, Land and Other Capital Outlay \$												
Total Cash Outgoes	\$52,502	\$52,502	\$52,502	\$52,502	\$52,502	\$52,502	\$52,502	\$52,502	\$52,502	\$52,502	\$52,502	\$52,502
Excess (Deficiency) Cash Inflows to Cash Outgoes for the Month \$												
Ending Balance \$												

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Cash Flow Projection Worksheet Yr 3
For the Fiscal Year Ended August 31st _____

2003

Name of Charter School Phoenix Charter School

Contact Person Vickie Glascock

Telephone (903) 454-7183

Rounded to Even
Dollars

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Beg Balance	\$											
Cash Inflows												
Local Sources	\$											
State Sources		78753	78,753	78,753	78,753	78,753	78,753	78,753	78,753	78,753	78,753	78,753
Federal Sources	\$											
Loans	\$											
Total Receipts		78753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753
Cash Outgoes												
Payroll		68108	\$68,108	\$68,108	\$68,108	\$68,108	\$68,108	\$68,108	\$68,108	\$68,108	\$68,108	\$68,108
Services												
Professional Services		62	\$62	\$62	\$62	\$62	\$62	\$62	\$62	\$62	\$62	\$62
Rent		2000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Utilities		2500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Other Services	\$											
Supplies		3458	3458	3458	3458	3458	3458	3458	3458	3458	3458	3,458
Travel & Other Operating		1542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542
Principal and Interest for Loans and Other Financing Obligations		1083	1083	1083	1083	1083	1083	1083	1083	1083	1083	1083
Purchase of Equipment, Furniture, Buildings, Land and Other Capital Outlay	\$											
Total Cash Outgoes		78753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753	\$78,753
Excess (Deficiency) Cash Inflows to Cash Outgoes for the Month	\$											
Ending Balance	\$											

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COMPARISON OF REVENUE TO BUDGET

BOARD REPORT

BOLES I. S. D.

FINANCIAL STATEMENT

FOR THE MONTH OF: MAR

	ESTIMATED REVENUE (BUDGET)	REVENUE REALIZED THIS MONTH	REVENUE REALIZED TO DATE	REVENUE BALANCE	PERCENT REALIZED
0 GENERAL FUND					
0 - REVENUE CONTROL ACCOUNTS					
0 - REVENUE-LOCAL & INTERMED					
0 - LOCAL REAL-PROPERTY TAXES	71,000.00	.00	61,330.24-	9,669.76	86.38%
0 - REV FM SRVCS TO LOCAL ED AG	.00	.00	.00	.00	0.00%
0 - TUITION & FEES FROM PATRONS	4,500.00	.00	725.00-	3,775.00	16.11%
0 - TRANS FROM WITHIN STATE	8,000.00	.00	9,223.40-	1,223.40-	115.29%
0 - ENTERPRISING ACTIVITIES	21,000.00	.00	11,811.61-	9,188.39	56.25%
0 - OTHER REV FM LOCAL SOURCE	.00	.00	727.52-	727.52-	0.00%
REVENUE-LOCAL & INTERMED	104,500.00	.00	83,817.77-	20,682.23	80.21%
0 - STATE PROGRAM REVENUES					
0 - PER CAPITA-FOUNDATION REV	3,509,153.00	.00	2,024,122.00-	1,485,031.00	57.68%
0 - NOT IN FILE	.00	.00	700.00-	700.00-	0.00%
0 - STATE ON-BEHALF BENEFIT	.00	.00	.00	.00	0.00%
STATE PROGRAM REVENUES	3,509,153.00	.00	2,024,822.00-	1,484,331.00	57.70%
0 - FEDERAL PROGRAM REVENUES					
0 - NOT IN FILE	.00	.00	16,370.00-	16,370.00-	0.00%
0 - E C I A AND E S E A	.00	.00	.00	.00	0.00%
FEDERAL PROGRAM REVENUES	.00	.00	16,370.00-	16,370.00-	0.00%
199 TOTAL REVENUE LOCAL-STATE-FEDERAL	3,613,653.00	.00	2,125,009.77-	1,488,643.23	58.81%

COMPARISON OF EXPENDITURES AND ENCUMBRANCE TO BUDGET
BOARD REPORT

-DIST: 116-916

BOLES I. S. D.

FINANCIAL STATEMENT

FOR THE MONTH OF: MAR

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
9 0 GENERAL FUND						
T 11 INSTRUCTION						
PAYROLL COSTS	1,738,971.00-	.00	1,151,526.09	155,030.45	587,444.91-	66.22%
PURCHASE & CONTRACTED SVS	37,570.00-	.00	36,933.69	6,267.24	636.31-	98.31%
SUPPLIES AND MATERIALS	70,200.00-	2,713.92	52,518.09	7,457.87	14,967.99-	74.81%
OTHER OPERATING EXPENSES	24,400.00-	300.35	11,092.69	2,139.09	13,006.96-	45.46%
L FUNCTION 11	1,871,141.00-	3,014.27	1,252,070.56	170,894.65	616,056.17-	66.91%
T 12 INSTRUCTIONAL RESOURCES/MEDIA						
PAYROLL COSTS	16,358.00-	.00	13,581.19	1,833.43	2,776.81-	83.02%
PURCHASE & CONTRACTED SVS	1,000.00-	.00	677.24	88.75	322.76-	67.72%
SUPPLIES AND MATERIALS	2,350.00-	524.95	1,962.27	172.45	137.22	83.50%
OTHER OPERATING EXPENSES	.00	.00	10.00-	.00	10.00-	0.00%
CPTL OUTLY LAND BLDG & EQUI	1,000.00-	.00	622.92	.00	177.08-	82.29%
L FUNCTION 12	20,708.00-	524.95	17,033.62	2,094.63	3,149.43-	82.26%
T 13 CURRICU/INSTRUCT STAFF DEVEL						
PAYROLL COSTS	1,898.00-	.00	5,304.09	646.95	3,406.09	279.46%
L FUNCTION 13	1,898.00-	.00	5,304.09	646.95	3,406.09	279.46%
T 23 SCHOOL ADMINISTRATION						
PAYROLL COSTS	169,800.00-	.00	105,716.62	14,456.42	64,083.38-	62.26%
PURCHASE & CONTRACTED SVS	6,000.00-	.00	7,225.88	6,584.00	1,225.88	120.43%
SUPPLIES AND MATERIALS	3,000.00-	172.80	2,504.25	151.10	322.95-	83.48%
OTHER OPERATING EXPENSES	3,900.00-	96.00	1,821.40	579.32	1,982.60-	46.70%
L FUNCTION 23	182,700.00-	268.80	117,268.15	21,770.84	65,163.05-	64.19%
T 31 GUIDANCE AND COUNSELING SVS						
PAYROLL COSTS	46,098.00-	.00	29,422.27	3,975.25	16,675.73-	63.83%
PURCHASE & CONTRACTED SVS	500.00-	.00	667.50	.00	167.50	133.50%
SUPPLIES AND MATERIALS	800.00-	.00	567.31	92.00	232.69-	70.91%
OTHER OPERATING EXPENSES	900.00-	.00	761.25	176.44	138.75-	84.58%
L FUNCTION 31	48,298.00-	.00	31,418.33	4,243.69	16,879.67-	65.05%
T 33 HEALTH SERVICES						
PAYROLL COSTS	18,691.00-	.00	10,935.04	1,438.23	7,755.96-	58.50%
PURCHASE & CONTRACTED SVS	100.00-	.00	25.00	.00	75.00-	25.00%
SUPPLIES AND MATERIALS	3,830.00-	.00	3,193.92	374.90	636.08-	83.39%
OTHER OPERATING EXPENSES	100.00-	.00	.00	.00	100.00-	0.00%
L FUNCTION 33	22,721.00-	.00	14,153.96	1,813.13	8,567.04-	62.29%
4 PUPIL TRANSPORTATION-REGULAR						
PAYROLL COSTS	8,672.00-	.00	9,298.06	1,591.58	626.06	107.22%
PURCHASE & CONTRACTED SVS	5,000.00-	.00	80.95	.00	4,919.05-	1.62%
SUPPLIES AND MATERIALS	4,000.00-	83.90	1,400.28	.00	2,515.82-	35.01%
OTHER OPERATING EXPENSES	350.00-	.00	.00	.00	350.00-	0.00%
L FUNCTION 34	18,022.00-	83.90	10,779.29	1,591.58	7,158.81-	59.81%

RUN: 18:06:41

COMPARISON OF EXPENDITURES AND ENCUMBRANCE TO BUDGET

BOARD REPORT

DATE RUN: Apr 11, 2000

DIST: 116-916

BOLES I. S. D.

PROGRAM : FIN480/6

FINANCIAL STATEMENT

FOR THE MONTH OF: MAR

PAGE NR.: 3

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
0 GENERAL FUND						
36 CO-CURRICULAR ACTIVITIES						
PAYROLL COSTS	26,436.00-	.00	17,657.58	2,335.27	8,778.42-	66.79%
PURCHASE & CONTRACTED SVS	7,000.00-	.00	6,200.92	232.20	799.08-	88.58%
SUPPLIES AND MATERIALS	20,500.00-	73.45	13,312.96	8.15	7,113.59-	64.94%
OTHER OPERATING EXPENSES	10,900.00-	.00	6,052.57	622.21	4,847.43-	55.53%
FUNCTION 36	64,636.00-	73.45	43,224.03	3,197.83	21,538.52-	66.67%
41 GENERAL ADMINISTRATION						
PAYROLL COSTS	149,270.00-	.00	84,795.03	11,683.64	64,474.97-	56.81%
PURCHASE & CONTRACTED SVS	34,843.65-	.00	48,560.51	13,716.86	13,716.86	139.37%
SUPPLIES AND MATERIALS	10,000.00-	371.08	5,659.67	614.09	3,969.25-	56.60%
OTHER OPERATING EXPENSES	24,353.35-	.00	17,874.27	2,036.44	6,479.08-	73.40%
FUNCTION 41	218,467.00-	371.08	156,889.48	28,051.03	61,206.44-	71.81%
51 PLANT MAINTENANCE & OPERATIONS						
PAYROLL COSTS	143,984.00-	.00	81,044.57	11,122.71	62,939.43-	56.29%
PURCHASE & CONTRACTED SVS	163,000.00-	.00	99,168.50	15,388.05	63,831.50-	60.84%
SUPPLIES AND MATERIALS	43,000.00-	7,200.83	37,070.20	3,721.23	1,271.03	86.21%
OTHER OPERATING EXPENSES	27,500.00-	.00	24,285.52	88.28	3,214.48-	88.31%
... (L) OUTLY LAND BLDG & EQUI	.00	75.00	9,558.94	.00	9,633.94	0.00%
FUNCTION 51	377,484.00-	7,275.83	251,127.73	30,320.27	119,080.44-	66.53%
71 DEBT SERVICE						
DEBT SERVICE	632,450.00-	.00	176,471.19	.00	455,978.81-	27.90%
FUNCTION 71	632,450.00-	.00	176,471.19	.00	455,978.81-	27.90%
93 PAID FISCAL AGENT/MEMB DIST						
OTHER OPERATING EXPENSES	83,340.00-	.00	66,884.14	.00	16,455.86-	80.25%
FUNCTION 93	83,340.00-	.00	66,884.14	.00	16,455.86-	80.25%
TOTAL EXPENDITURE	3,542,065.00-	11,612.28	2,142,624.57	264,624.60	1,387,828.15-	60.49%

00317

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
0 GENERAL FUND						
TOTAL OTHER USES	.00	.00	98,952.29	.00	98,952.29	100.00%

	ESTIMATED REVENUE (BUDGET)	REVENUE REALIZED THIS MONTH	REVENUE REALIZED TO DATE	REVENUE BALANCE	PERCENT REALIZED
4 0 TITLE IV-DRUG FREE					
00 - REVENUE CONTROL ACCOUNTS					
00 - FEDERAL PROGRAM REVENUES					
20 - NOT IN FILE	2,276.00	.00	515.05-	1,760.95	22.63%
L FEDERAL PROGRAM REVENUES	2,276.00	.00	515.05-	1,760.95	22.63%
D 204 TOTAL REVENUE LOCAL-STATE-FEDERAL	2,276.00	.00	515.05-	1,760.95	22.63%

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
4 0 TITLE IV-DRUG FREE						
T 11 INSTRUCTION						
PAYROLL COSTS	412.00-	.00	.00	.00	412.00-	0.00Z
PURCHASE & CONTRACTED SVS	700.00-	.00	450.00	100.00	250.00-	64.29Z
SUPPLIES AND MATERIALS	1,064.00-	.00	552.95	.00	511.05-	51.97Z
OTHER OPERATING EXPENSES	100.00-	.00	100.00	50.00	.00	100.00Z
L FUNCTION 11	2,276.00-	.00	1,102.95	150.00	1,173.05-	48.46Z
TOTAL EXPENDITURE	2,276.00-	.00	1,102.95	150.00	1,173.05-	48.46Z

	ESTIMATED REVENUE (BUDGET)	REVENUE REALIZED THIS MONTH	REVENUE REALIZED TO DATE	REVENUE BALANCE	PERCENT REALIZED
1 0 ESEA TITLE I PART A					
50 - REVENUE CONTROL ACCOUNTS					
00 - FEDERAL PROGRAM REVENUES					
20 - NOT IN FILE	31,027.00	.00	15,227.79-	15,799.21	49.08%
L FEDERAL PROGRAM REVENUES	31,027.00	.00	15,227.79-	15,799.21	49.08%
D 211 TOTAL REVENUE LOCAL-STATE-FEDERAL	31,027.00	.00	15,227.79-	15,799.21	49.08%

COMPARISON OF EXPENDITURES AND ENCUMBRANCE TO BUDGET
BOARD REPORT

BOLES I. S. D.

FINANCIAL STATEMENT

FOR THE MONTH OF: MAR

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
1 0 ESEA TITLE I PART A						
T 11 INSTRUCTION						
PAYROLL COSTS	28,092.00-	.00	20,515.58	2,751.09	7,576.42-	73.03%
SUPPLIES AND MATERIALS	2,505.00-	.00	3,464.81	2,622.40	959.81	138.32%
OTHER OPERATING EXPENSES	400.00-	.00	.00	.00	400.00-	0.00%
L FUNCTION 11	30,997.00-	.00	23,980.39	5,373.49	7,016.61-	77.36%
T 13 CURRICU/INSTRUCT STAFF DEVEL						
PAYROLL COSTS	.00	.00	32.46	2.86	32.46	0.00%
L FUNCTION 13	.00	.00	32.46	2.86	32.46	0.00%
TOTAL EXPENDITURE	30,997.00-	.00	24,012.85	5,376.35	6,984.15-	77.47%

	ESTIMATED REVENUE (BUDGET)	REVENUE REALIZED THIS MONTH	REVENUE REALIZED TO DATE	REVENUE BALANCE	PERCENT REALIZED
2 0 LEARN AND SERVE					
00 - REVENUE CONTROL ACCOUNTS					
00 - FEDERAL PROGRAM REVENUES					
40 - E C I A AND E S E A	.00	.00	1,750.00-	1,750.00-	0.00%
L FEDERAL PROGRAM REVENUES	.00	.00	1,750.00-	1,750.00-	0.00%
D 222 TOTAL REVENUE LOCAL-STATE-FEDERAL	.00	.00	1,750.00-	1,750.00-	0.00%

COMPARISON OF EXPENDITURES AND ENCUMBRANCE TO BUDGET

BOARD REPORT

BOLES I. S. D.

FINANCIAL STATEMENT

FOR THE MONTH OF: MAR

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
2 0 LEARN AND SERVE						
11 INSTRUCTION						
SUPPLIES AND MATERIALS	.00	3,301.09	7,685.65	4,102.85	10,986.74	0.00%
OTHER OPERATING EXPENSES	.00	.00	.00	.00	.00	0.00%
FUNCTION 11	.00	3,301.09	7,685.65	4,102.85	10,986.74	0.00%
TOTAL EXPENDITURE	.00	3,301.09	7,685.65	4,102.85	10,986.74	100.00%

00324

	ESTIMATED REVENUE (BUDGET)	REVENUE REALIZED THIS MONTH	REVENUE REALIZED TO DATE	REVENUE BALANCE	PERCENT REALIZED
0 0 NATL SCHOOL BREAK/LUNCH PROG					
00 - REVENUE CONTROL ACCOUNTS					
00 - REVENUE-LOCAL & INTERMED					
50 - ENTERPRISING ACTIVITIES	61,000.00	.00	46,568.11-	14,431.89	76.34%
L REVENUE-LOCAL & INTERMED	61,000.00	.00	46,568.11-	14,431.89	76.34%
00 - STATE PROGRAM REVENUES					
20 - NOT IN FILE	2,000.00	.00	.00	2,000.00	0.00%
L STATE PROGRAM REVENUES	2,000.00	.00	.00	2,000.00	0.00%
00 - FEDERAL PROGRAM REVENUES					
20 - NOT IN FILE	66,000.00	.00	39,573.00-	26,427.00	59.96%
L FEDERAL PROGRAM REVENUES	66,000.00	.00	39,573.00-	26,427.00	59.96%
D 240 TOTAL REVENUE LOCAL-STATE-FEDERAL	129,000.00	.00	86,141.11-	42,858.89	66.78%

00325

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
0 0 NATL SCHOOL BREAK/LUNCH PROG						
T 35 FOOD SERVICE						
PAYROLL COSTS	117,942.00-	.00	79,467.84	10,664.79	38,474.16-	67.38%
SUPPLIES AND MATERIALS	81,000.00-	.00	64,446.47	5,410.44	16,553.53-	79.56%
OTHER OPERATING EXPENSES	200.00-	.00	.00	.00	200.00-	0.00%
L FUNCTION 35	199,142.00-	.00	143,914.31	16,075.23	55,227.69-	72.27%
TOTAL EXPENDITURE	199,142.00-	.00	143,914.31	16,075.23	55,227.69-	72.27%

00326

	ESTIMATED REVENUE (BUDGET)	REVENUE REALIZED THIS MONTH	REVENUE REALIZED TO DATE	REVENUE BALANCE	PERCENT REALIZED
9 0 FED FUND SP REV FD/CLASS SIZE					
30 - REVENUE CONTROL ACCOUNTS					
00 - FEDERAL PROGRAM REVENUES					
20 - NOT IN FILE	3,289.00	.00	973.32-	2,315.68	29.59%
L FEDERAL PROGRAM REVENUES	3,289.00	.00	973.32-	2,315.68	29.59%
0 289 TOTAL REVENUE LOCAL-STATE-FEDERAL	3,289.00	.00	973.32-	2,315.68	29.59%

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
19 0 FED FUND SP REV FD/CLASS SIZE						
T 11 INSTRUCTION						
PAYROLL COSTS	3,289.00-	.00	.00	.00	3,289.00-	0.00%
PURCHASE & CONTRACTED SVS	.00	.00	25.00	.00	25.00	0.00%
OTHER OPERATING EXPENSES	.00	80.00	2,389.71	991.00	2,469.71	0.00%
FUNCTION 11	3,289.00-	80.00	2,414.71	991.00	794.29-	73.42%
TOTAL EXPENDITURE	3,289.00-	80.00	2,414.71	991.00	794.29-	73.42%

COMPARISON OF EXPENDITURES AND ENCUMBRANCE TO BUDGET
BOARD REPORT

BOLES I. S. D.
FINANCIAL STATEMENT FOR THE MONTH OF: MAR

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
3 0 TEA SUCCESSFUL SCHOOL AWARD						
11 INSTRUCTION						
SUPPLIES AND MATERIALS	.00	.00	899.95	.00	899.95	0.00%
OTHER OPERATING EXPENSES	.00	.00	96.91	.00	96.91	0.00%
FUNCTION 11	.00	.00	996.86	.00	996.86	0.00%
TOTAL EXPENDITURE	.00	.00	996.86	.00	996.86	100.00%

	ESTIMATED REVENUE (BUDGET)	REVENUE REALIZED THIS MONTH	REVENUE REALIZED TO DATE	REVENUE BALANCE	PERCENT REALIZED
1 0 TECHNOLOGY ALLOTMENT					
00 - REVENUE CONTROL ACCOUNTS					
00 - STATE PROGRAM REVENUES					
20 - NOT IN FILE	15,300.00	.00	16,845.00-	1,545.00-	110.10%
L STATE PROGRAM REVENUES	15,300.00	.00	16,845.00-	1,545.00-	110.10%
D 411 TOTAL REVENUE LOCAL-STATE-FEDERAL	15,300.00	.00	16,845.00-	1,545.00-	110.10%

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
1 0 TECHNOLOGY ALLOTMENT						
T 12 INSTRUCTIONAL RESOURCES/MEDIA						
PURCHASE & CONTRACTED SVS	12,480.00-	.00	11,889.30	.00	590.70-	95.27%
SUPPLIES AND MATERIALS	2,740.00-	.00	.00	.00	2,740.00-	0.00%
L FUNCTION 12	15,220.00-	.00	11,889.30	.00	3,330.70-	78.12%
TOTAL EXPENDITURE	15,220.00-	.00	11,889.30	.00	3,330.70-	78.12%

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
3 0 TIF GRANT						
T 11 INSTRUCTION						
SUPPLIES AND MATERIALS	.00	3,045.00	3,180.57	135.57	6,225.57	0.00%
CPTL OUTLY LAND BLDG & EQUI	.00	.00	25,000.00	.00	25,000.00	0.00%
L FUNCTION 11	.00	3,045.00	28,180.57	135.57	31,225.57	0.00%
TOTAL EXPENDITURE	.00	3,045.00	28,180.57	135.57	31,225.57	100.00%

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
0 STATE FUNDED SP REV FUNDS						
11 INSTRUCTION						
PAYROLL COSTS	.00	.00	.00	.00	.00	0.00Z
PURCHASE & CONTRACTED SVS	.00	.00	.00	.00	.00	0.00Z
SUPPLIES AND MATERIALS	.00	9,270.00	9,270.00	9,270.00	18,540.00	0.00Z
FUNCTION 11	.00	9,270.00	9,270.00	9,270.00	18,540.00	0.00Z
TOTAL EXPENDITURE	.00	9,270.00	9,270.00	9,270.00	18,540.00	100.00Z

	ESTIMATED REVENUE (BUDGET)	REVENUE REALIZED THIS MONTH	REVENUE REALIZED TO DATE	REVENUE BALANCE	PERCENT REALIZED
7 0 NEW PARENT PACKET					
00 - REVENUE CONTROL ACCOUNTS					
00 - REVENUE-LOCAL & INTERMED					
20 - REV FM SRVCS TO LOCAL ED AG	.00	.00	1,936.45-	1,936.45-	0.00Z
REVENUE-LOCAL & INTERMED	.00	.00	1,936.45-	1,936.45-	0.00Z
457 TOTAL REVENUE LOCAL-STATE-FEDERAL	.00	.00	1,936.45-	1,936.45-	0.00Z

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
7 0 NEW PARENT PACKET						
61 COMMUNITY SERVICES						
PURCHASE & CONTRACTED SVS	.00	.00	3,062.35	.00	3,062.35	0.00%
SUPPLIES AND MATERIALS	.00	67.95	1,452.58	214.21	1,520.53	0.00%
FUNCTION 61	.00	67.95	4,514.93	214.21	4,582.88	0.00%
TOTAL EXPENDITURE	.00	67.95	4,514.93	214.21	4,582.88	100.00%

	ESTIMATED REVENUE (BUDGET)	REVENUE REALIZED THIS MONTH	REVENUE REALIZED TO DATE	REVENUE BALANCE	PERCENT REALIZED
9 0 SSA LOCAL FUNDED EDU. PROGRAM					
00 - REVENUE CONTROL ACCOUNTS					
00 - REVENUE-LOCAL & INTERMED					
20 - REV FM SRVCS TO LOCAL ED AG	.00	.00	37,863.60-	37,863.60-	0.00Z
L REVENUE-LOCAL & INTERMED	.00	.00	37,863.60-	37,863.60-	0.00Z
00 - FEDERAL PROGRAM REVENUES					
20 - NOT IN FILE	51,100.00	.00	.00	51,100.00	0.00Z
L FEDERAL PROGRAM REVENUES	51,100.00	.00	.00	51,100.00	0.00Z
0 459 TOTAL REVENUE LOCAL-STATE-FEDERAL	51,100.00	.00	37,863.60-	13,236.40	74.10Z

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
7 0 SSA LOCAL FUNDED EDU. PROGRAM						
12 INSTRUCTIONAL RESOURCES/MEDIA						
PAYROLL COSTS	51,494.00-	.00	30,210.34	4,089.56	21,283.66-	58.67%
PURCHASE & CONTRACTED SVS	.00	.00	22.00	.00	22.00	0.00%
SUPPLIES AND MATERIALS	.00	.00	78.06	78.06	78.06	0.00%
OTHER OPERATING EXPENSES	300.00-	.00	21.17	.00	278.83-	7.06%
FUNCTION 12	51,794.00-	.00	30,331.57	4,167.62	21,462.43-	58.56%
TOTAL EXPENDITURE	51,794.00-	.00	30,331.57	4,167.62	21,462.43-	58.56%

COMPARISON OF REVENUE TO BUDGET
 RECAP BY FUND
 BOARD REPORT

DATE RUN: Apr 11, 2000
 PROGRAM : FIN480/6

-DIST: 116-916

ROLES I. S. D.

PAGE NR.: 24

	FINANCIAL STATEMENT		FOR THE MONTH OF: MAR		
	ESTIMATED REVENUE (BUDGET)	REVENUE REALIZED THIS MONTH	REVENUE REALIZED TO DATE	REVENUE BALANCE	PERCENT REALIZED
0 - GENERAL FUND	3,613,653.00	.00	2,125,009.77-	1,488,643.23	58.81%
0 - TITLE IV-DRUG FREE	2,276.00	.00	515.05-	1,760.95	22.63%
0 - ESEA TITLE I PART A	31,027.00	.00	15,227.79-	15,799.21	49.08%
0 - LEARN AND SERVE	.00	.00	1,750.00-	1,750.00-	0.00%
0 - NATL SCHOOL BREAK/LUNCH PROG	129,000.00	.00	86,141.11-	42,858.89	66.78%
1 - FED FUND SP REV FD/CLASS SIZE	3,289.00	.00	973.32-	2,315.68	29.59%
0 - TEA SUCCESSFUL SCHOOL AWARD	.00	.00	.00	.00	0.00%
0 - TECHNOLOGY ALLOTMENT	15,300.00	.00	16,845.00-	1,545.00-	110.10%
0 - TIF GRANT	.00	.00	.00	.00	0.00%
0 - STATE FUNDED SP REV FUNDS	.00	.00	.00	.00	0.00%
0 - NEW PARENT PACKET	.00	.00	1,936.45-	1,936.45-	0.00%
0 - SSA LOCAL FUNDED EDU. PROGRAM	51,100.00	.00	37,863.60-	13,236.40	74.10%
0 TOTAL REVENUES	3,845,645.00	.00	2,286,262.09-	1,559,382.91	59.45%

00338

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
GENERAL FUND	3,542,065.00-	11,612.28	2,142,624.57	264,624.60	1,387,828.15-	60.49%
8900	.00	.00	98,952.29	.00	98,952.29	0.00%
- TITLE IV-DRUG FREE	2,276.00-	.00	1,102.95	150.00	1,173.05-	48.46%
- ESEA TITLE I PART A	30,997.00-	.00	24,012.85	5,376.35	6,984.15-	77.47%
- LEARN AND SERVE	.00	3,301.09	7,665.65	4,102.85	10,986.74	0.00%
- NATL SCHOOL BREAK/LUNCH	199,142.00-	.00	143,914.31	16,075.23	55,227.69-	72.27%
- FED FUND SF REV FD/CLASS	3,289.00-	80.00	2,414.71	991.00	794.29-	73.42%
- TEA SUCCESSFUL SCHOOL AW	.00	.00	996.86	.00	996.86	0.00%
- TECHNOLOGY ALLOTMENT	15,220.00-	.00	11,889.30	.00	3,330.70-	78.12%
- TIF GRANT	.00	3,045.00	28,180.57	135.57	31,225.57	0.00%
- STATE FUNDED SP REV FUND	.00	9,270.00	9,270.00	9,270.00	18,540.00	0.00%
- NEW PARENT PACKET	.00	67.95	4,514.93	214.21	4,582.88	0.00%
- SSA LOCAL FUNDED EDU. PR	51,794.00-	.00	30,331.57	4,167.62	21,462.43-	58.56%
TOTAL EXPENDITURES	3,844,783.00-	27,376.32	2,406,938.27	305,107.43	1,410,468.41-	62.60%
8900	.00	.00	98,952.29	.00	98,952.29	0.00%

Grantor, for the consideration and subject to the reservations from and exceptions to conveyance and warranty, grants, sells, and conveys to Grantee the property, together with all and singular the rights and appurtenances thereto in any way belonging, to have and hold to Grantee, Grantee's heirs, executors, administrators, successors, or assigns forever. Grantor hereby binds Grantor and Grantor's heirs, executors, administrators, and successors to warrant and forever defend all and singular the property to Grantee and Grantee's heirs, executors, administrators, successors, and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof, except as to the reservations from and exceptions to warranty.

The vendor's lien against and superior title to the property are retained until each note described is fully paid according to its terms, at which time this deed shall become absolute.

When the context requires, singular nouns and pronouns include the plural.

Colonial Bank of Greenville, Greenville, Texas, at Grantee's request, has paid in cash to Grantor that portion of the purchase price of the property that is evidenced by the note described. The vendor's lien and superior title to the property are retained for the benefit of Colonial Bank of Greenville, Greenville, Texas, and are transferred to that party without recourse on Grantor.

By X Bill F. Morgan
Bill F. Morgan,
General Partner
By X Larry W. Pugh
Larry W. Pugh,
General Partner

GIBCO, A Texas General Partnership
By Ted K. Peters
Ted K. Peters,
General Partner
By Jim C. Peters
Jim C. Peters,
General Partner
By Robert C. Crouch, Trustee
Robert C. Crouch, Trustee,
General Partner

THE STATE OF TEXAS)
COUNTY OF HUNT)

This instrument was
June, 1988, by Larry W
General Partnership, a

My Commission Expires:

THE STATE OF TEXAS)
COUNTY OF HUNT)

This instrument was
June, 1988, by Jim C.
General Partnership, a

My Commission Expires:

THE STATE OF TEXAS)
COUNTY OF HUNT)

This instrument was
June, 1988, by Robert
A Texas General Partn

My Commission Expires:

STATE OF TEXAS
COUNTY OF HUNT

ST-22217

This instrument was acknowledged before me on the 17th day of June, 1988, by Bill F. Morgan, partner, on behalf of GIBCO, A Texas General Partnership, a partnership.

H. Cindy Hobbs
Notary Public, State of Texas
Notary's name (printed):

Notary's commission expires:



(Official Acknowledgment)

STATE OF TEXAS
COUNTY OF HUNT

This instrument was acknowledged before me on the 17th day of June, 1988, by Ted K. Peters, partner, on behalf of GIBCO, A Texas General Partnership, a partnership.

Carl Dale
Notary Public, State of Texas
Notary's name (printed):

Notary's commission expires:

VTR 105 JUL 475

AFTER RECORDING RETURN TO:



PREPARED IN THE LAW OFFICE OF:

FILED FOR RECORD IN 4
COUNTY CLERK, HUNT CO, TX

Property (including any improvements):

All that certain lot, tract or parcel of land situated in the City of Greenville, Hunt County, Texas, and being Lot 1, Block 1 of The Phoenix School, an addition to the said city, as shown on the plat recorded in Volume 400, page 1065, Hunt County Plat Records.

Reservations from and Exceptions to Conveyance and Warranty:

1. Reservation of an undivided 1/2 interest in and to all of the oil, gas and other minerals in, on, under or that may be produced from the herein described property, together with all rights incident thereto, including, but not limited to, the right of ingress and egress at all times for the purposes of exploring for and mining of same, reserved in Warranty Deed executed by Buhlmann Holding A.G., to Ted H. Peters, Trustee, dated April 27, 1982, recorded in Volume 894, page 878, Hunt County Deed Records.
2. A 10 foot easement along the North and East boundary lines, a 15 foot easement along the South and Westerly boundary lines, and a 35 foot building line along the West boundary line, all as shown on the plat recorded in Volume 400, page 1065, Hunt County Plat Records.
3. Easements or claims of easements which do not appear of record, together with all easements for the use and maintenance of utilities, as well as all visible and apparent easements.

Vol 105 page 474

Vol 402 page 137

THE STATE OF TEXAS)
COUNTY OF HUNT)

This instrument was acknowledged before me on the 17th day of June, 1988, by Larry W. Pugh, partner, on behalf of GIBCO, A Texas General Partnership, a partnership.

My Commission Expires:

N. Cindy Holbe
Notary Public, State of Texas

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HOBBES
COMMISSION EXPIRES
NOVEMBER 13, 1988

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RECEIVED

THE STATE OF TEXAS)

COUNTY OF HUNT)

This instrument was acknowledged before me on the 17th day of June, 1988, by Larry W. Pugh, partner, on behalf of GIBCO, A Texas General Partnership, a partnership.

My Commission Expires:

L. Cindy Hobbs
Notary Public, State of Texas



THE STATE OF TEXAS)

COUNTY OF HUNT)

This instrument was acknowledged before me on the 20 day of June, 1988, by Jim C. Peters, partner, on behalf of GIBCO, A Texas General Partnership, a partnership.

My Commission Expires:

Carol Dale
Notary Public, State of Texas



THE STATE OF TEXAS)

COUNTY OF HUNT)

This instrument was acknowledged before me on the 17 day of June, 1988, by Robert C. Crouch, Trustee, partner, on behalf of GIBCO, A Texas General Partnership, a partnership.

My Commission Expires:

Carol Dale
Notary Public, State of Texas



Vol. 105 PAGE 476

FILED FOR RECORD AS 400 DUNDON P June 21, 1988 COUNTY CLERK, HUNT COUNTY, TEXAS - BY [Signature]

Property (including any improvements)
All that certain
City of Greenville, &
The Phoenix School, &
recorded in Volume 41

cd

3253
Prepared by the State Bar of Texas for use by lawyers only.
Revised 10-25.
© 1961 by the State Bar of Texas

WARRANTY DEED WITH VENDOR'S LIEN

Date: To be effective June ¹⁴ 1988, although not necessarily executed on such date.
Grantor: GIBCO, A Texas General Partnership
Grantor's Mailing Address (including county): P. O. Box 1299, Greenville, Texas 75401, Hunt County
Grantee: THE PHOENIX SCHOOL, a Texas nonprofit corporation
Grantee's Mailing Address (including county): P. O. Box 337, Greenville, Texas 75401, Hunt County

Consideration: TEN AND NO/100 DOLLARS (\$10.00) and a note of even date that is in the principal amount of \$325,000.00, and is executed by Grantee, payable to the order of Colonial Bank of Greenville, Greenville, Texas. The note is secured by a vendor's lien retained in favor of Colonial Bank of Greenville, Greenville, Texas, in this deed and by a deed of trust of even date from Grantee to Robert C. Crouch, Trustee.

Reservations from and Exceptions to
1. Reservation of oil, gas and other minerals; herein described property including, but not limited to, times for the purpose in Warranty Deed executed by Trustee, dated April County Deed Records.
2. A 10 foot easement along foot building line as plat recorded in Vol. 41.
3. Easements or covenants together with all easements as well as all visible

VOL 105 PAGE 473

105 473

Grantor, for the consideration and subject to the reservations from and exceptions to conveyance and warranty, grants, sells, and conveys to Grantee the property, together with all and singular the rights and appurtenances thereto in any wise belonging, to have and hold it to Grantee, Grantee's heirs, executors, administrators, successors, or assigns forever. Grantor hereby binds Grantor and Grantor's heirs, executors, administrators, and successors to warrant and forever defend all and singular the property to Grantee and Grantee's heirs, executors, administrators, successors, and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof, except as to the reservations from and exceptions to warranty.

The vendor's lien against and superior title to the property are retained until each note described is fully paid according to its terms, at which time this deed shall become absolute.

When the context requires, singular nouns and pronouns include the plural.

Colonial Bank of Greenville, Greenville, Texas, at Grantee's request, has paid in cash to Grantor that portion of the purchase price of the property that is evidenced by the note described. The vendor's lien and superior title to the property are retained for the benefit of Colonial Bank of Greenville, Greenville, Texas, and are transferred to that party without recourse on Grantor.

By Bill F. Morgan
Bill F. Morgan,
General Partner
By Larry W. Fugh
Larry W. Fugh,
General Partner

GIBCO, A Texas General Partnership
By Jim C. Peters
Jim C. Peters,
General Partner
By Jim C. Peters
Jim C. Peters,
General Partner

THE STATE OF TEXAS)
COUNTY OF HUNT)

This instrument was
executed on the
June, 1988, by Larry W.
General Partnership,

My Commission Expires:

THE STATE OF TEXAS)
COUNTY OF HUNT)

**INTERDISTRICT TRANSFERS:
PUBLIC EDUCATION GRANTS**

ELIGIBLE STUDENTS

A student is eligible to receive a public education grant to attend a school in another district chosen by the parent or transfer to another campus within the District [see FDB] if the student is assigned to attend a public school campus:

1. At which 50 percent or more of the students did not perform satisfactorily on the TAAS in any two of the three preceding years; or
2. That was identified as low-performing at any time in the preceding three years.

After a student has used a public education grant to attend a school in a district other than the district in which the student resides:

1. The student does not become ineligible for the grant if the school on which the student's initial eligibility is based no longer meets the criteria described above; and
2. The student becomes ineligible for the grant if the student is assigned to attend a school that does not meet the criteria described above.

Education Code 29.201, 29.202

FUNDING

A district is entitled to a public education grant allotment for each eligible student using a public education grant. If the District has a wealth per student greater than the guaranteed wealth level but less than the equalized wealth level, the District is entitled under rules adopted by the commissioner to additional state aid in an amount equal to the difference between the cost to the District of providing services to a student using a public education grant and the sum of state aid received because of the public education grant allotment and money from the available school fund attributable to the student.

"Cost to the District of providing services" is defined as the Foundation School Program cost per student, including the equalized state and local share of the guaranteed yield allotment at the District's tax effort for the applicable school year, as limited by Texas Education Code 42.253(e).

A district is entitled to additional facilities assistance if the District agrees to:

1. Accept a number of students using public education grants that is at least one percent of the district's average daily attendance for the preceding school year; and
2. Provide services to each student until the student either voluntarily decides to attend a school in a different district or graduates from high school.

00345

**INTERDISTRICT TRANSFERS:
PUBLIC EDUCATION GRANTS**

SUPPLEMENTAL PAYMENTS	A district with property wealth per student greater than the guaranteed wealth level but less than the equalized wealth level is entitled to a supplemental payment for the number of net additional students educated under the public education program. "Net additional students" is defined as the number of the District's resident students who are educated in other districts under the public education grant program. For the purposes of computing supplemental payments, the number of net additional students cannot be less than zero. The amount of the supplemental payment shall be computed as the guaranteed level multiplied by the District enrichment and facilities tax rate as specified in Education Code 42.302(a), as limited by Education Code 42.253(e), multiplied by the number of net additional students. The supplemental payment shall be made to the district in a lump sum in the subsequent school year.
AVERAGE DAILY ATTENDANCE	A student who uses a public education grant to attend a public school in a district other than the district in which the student resides is included in the average daily attendance of the District in which the student attends school. <i>Education Code 29.203; 19 TAC 61.1011</i>
PUBLIC EDUCATION GRANT ALLOTMENT	For each student in average daily attendance who is using a public education grant to attend school in a district other than the District in which the student resides, the District the student attends is entitled to an annual allotment described in Education Code 42.157. The District may also qualify for additional assistance under Education Code 42.4101. <i>Education Code 42.157; 42.4101</i>
ADMISSION	A district may accept or reject an application for a student using a public education grant, provided it does not discriminate on the basis of the student's race, ethnicity, academic achievement, athletic abilities, language proficiency, sex, or socioeconomic status.
PRIORITIES	If a district has more applicants seeking admission under public education grants than it has available positions, it shall give priority to students at risk of dropping out of school and shall fill the positions by lottery.
EXCEPTION	To achieve continuity in education and for the convenience of parents, guardians, or custodians of those children, however, a district may give preference over at-risk students to: <ol style="list-style-type: none"><li data-bbox="589 1793 899 1825">1. Enrolled students;<li data-bbox="589 1857 1484 1889">2. Siblings of enrolled students living in the same household; or<li data-bbox="589 1921 1446 1979">3. Other children residing in the same household as enrolled students.

00346

**INTERDISTRICT TRANSFERS:
PUBLIC EDUCATION GRANTS**

TUITION

A district admitting a public education grant student may not charge that student tuition.

Education Code 29.203(b)(c)

**CONTRACT FOR
SERVICES**

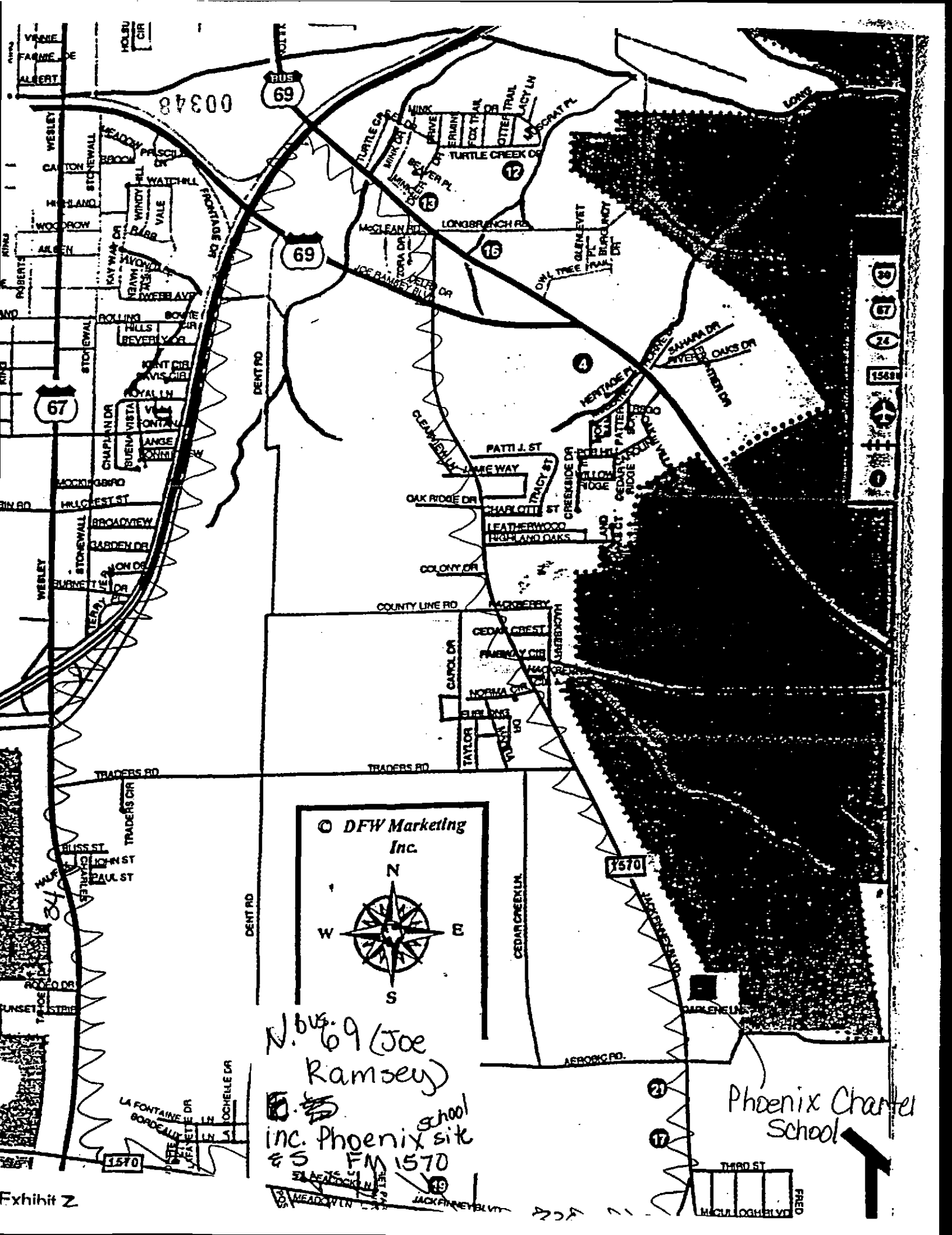
The Board may contract for the provision of educational services to a student eligible to receive a public education grant. *Education Code 29.205*

**COMMISSIONER'S
NOTICE**

No later than January 1 of each year, the commissioner shall provide notice to a district in which a campus described above is located. The notice shall identify each campus in the District that meets the description at ELIGIBLE STUDENTS and inform the District that it must notify the parent of each student in the campus so identified that the student is eligible for a public education grant. The notice must contain a clear, concise explanation of the public education grant program and of the manner in which the parent may obtain further information about the program. *Education Code 29.204*

TRANSPORTATION

When a student uses a public education grant, the district from which a student transfers shall provide free transportation for that student to and from the school the student would otherwise attend. *Education Code 29.203(f)*



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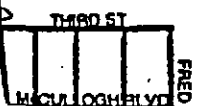
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Phoenix Charter School



STUDENT RIGHTS: PARENT COMPLAINT

Students or parents shall be entitled to informal conferences with administrators to resolve their complaints. If such attempts are unsuccessful, the students or parents may take their complaint to the Board. If a complaint involves a problem with a teacher, the student or parent in most circumstances shall be expected to discuss the matter with the teacher before requesting a conference with the Administrator at Level One.

The student may be represented by an adult at any level of the complaint.

For purposes of this policy, "days" shall mean calendar days.

Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

LEVEL ONE

A student or parent who has a complaint shall request a conference with the principal within ten days of the time the student or parent knew, or should have known, of the event or series of events causing the complaint. The principal shall schedule and hold a conference with the student or parent within seven days of the request.

LEVEL TWO

If the outcome of the conference with the principal is not to the student's or parent's satisfaction, the student or parent may request, within ten days, a conference with the Superintendent or designee, who shall schedule and hold a conference. Prior to or at the time of the conference, the student or parent shall submit a written complaint that includes a statement of the complaint, any evidence in its support, the solution sought, the student's or parent's signature, and the date of the conference with the principal.

LEVEL THREE

If the outcome of the conference with the Superintendent or designee is not to the student's or parent's satisfaction, the student or parent may submit to the Superintendent a written request to place the matter on the agenda of the next regular Board meeting.

The Superintendent shall inform the student or parent of the date, time, and place of the meeting.

The presiding officer shall establish a reasonable time limit for complaint presentations. The District shall make an audiotape record of the Level Three proceeding before the Board. The Board shall hear the complaint and take whatever action it deems appropriate. The lack of official action by the Board shall uphold the administrative decision at Level Two.

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board in closed meeting unless the employee to whom the complaint pertains requests that it be public.

POLICIES PERTAINING TO OUR EMPLOYEES

EMPLOYEE COMPLAINTS, CONCERNS & GRIEVANCES

Employee Complaints, Concerns & Grievances:

Except for sexual harassment complaints where the supervisor is the subject of the complaint, all employees shall first bring their work-related complaints or concerns to their immediate supervisor. Complaints or concerns which are not resolved at the supervisory level may be brought to the attention of the School Administrator within 15 days of the day the employee knew of should have known of the complaint. The complaint or concern addressed to the Administrator must be in writing, must be specific, and where possible, suggest a resolution. The Administrator shall attempt to respond to all written complaints or concerns within 10 days of the receipt of the written complaint.

1. Employees who are dissatisfied with the response of the Administrator may make their complaint known in writing to the Board of Directors. The complaint shall be directed to the President of the Board of Directors, shall include a copy of the written complaint to the Administrator, and the Administrator's response. A copy of the complaint shall also be delivered to the Administrator. The President of the Board of Directors shall, at the next regular meeting of the Board, provide a copy of the complaint record to all Directors. Any action of the Board of Directors regarding the complaint shall be taken in compliance with the Open Meetings Act

Whistleblower Grievances:

Employees shall not suffer any adverse personnel action for having reported, in good faith, a violation of law or policy to an authority in a regulating, enforcing, investigating, or prosecuting branch of state or local government. Employees who believe that an adverse personnel action was taken in violation of this policy shall take immediate steps to have that action reviewed under the school grievance or employee complaint process. The School shall post a notice in a prominent place in the workplace as prescribed by the Attorney General advising employees of their Whistleblower rights.

Admission Policies

Phoenix Charter School will admit student using an "equal access" policy. Due to the fact Phoenix Charter School was a public school campus last year those students returning to the Charter will be admitted first. The siblings of those students will be admitted second along with children of Charter School employees. After these students are admitted and our enrollment period is closed, all other students will be admitted using a lottery.

It is the policy of Phoenix Charter School to deny admittance to students who have been adjudicated, expelled, are who have had severe discipline problems during the preceding school year. A formal request may be filed in writing, addressed to the administrator, for a hearing to determine if a student with discipline problems will be admitted to the Charter. Any ruling made by the administrator in regards to a student's admittance is binding and final.

Exhibit CC

00351

ADMISSIONS AND ATTENDANCE

GENERAL ELIGIBILITY

The Board or its designee shall admit into the free public schools of the District all persons who are at least five and under 21 years of age on September 1 of any school year in which admission is sought if any of the following conditions exist:

1. The person and either parent reside in the District.
2. The person does not reside in the District, but one of the parents resides in the District and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the person.
3. The person and his or her guardian or other person having lawful control under an order of a court reside in the District.
4. The person is under the age of 18 and has established a separate residence in the District apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the person's presence in the District is not for the primary purpose of participation in extracurricular activities. The Board is not required to admit such person, however, if the person has:
 - a. Engaged in conduct that resulted in removal to an alternative education program or expulsion within the preceding year;
 - b. Engaged in delinquent conduct or conduct indicating a need for supervision and is on probation or other conditional release for that conduct; or
 - c. Been convicted of a criminal offense and is on probation or other conditional release.

Education Code 25.001(a)(b)(d)

5. The person is homeless, as defined by federal law, regardless of the residence of the person, either parent, or the person's guardian or other person having lawful control.

A "homeless child" is one who lacks a fixed, regular, and adequate residence or has a primary nighttime residence in a supervised publicly or privately operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. 42 U.S.C. 11302(a)(1)(2)

Education Code 25.001(b)

ADMISSIONS AND ATTENDANCE

6. The person is a foreign exchange student placed with a host family that resides in the District by a nationally recognized foreign exchange program, unless the District has applied for and been granted a waiver by the commissioner because:
 - a. This requirement would impose a financial or staffing hardship on the District;
 - b. The admission would diminish the District's ability to provide high quality education services for the District's domestic students; or
 - c. The admission would require domestic students to compete with foreign exchange students for educational resources.
7. The person resides at a residential facility, as defined in Education Code 5.001, located in the District. For purposes of enrollment, a person who resides in a residential facility is considered a resident of the District in which the facility is located. *Education Code 29.012*
8. The person resides in the District and is 18 or older or the person's disabilities of minority have been removed.

The District may require evidence that a person is eligible to attend the public free schools of the District at the time it considers an application for admission of the person. The Board or its designee shall establish minimum proof of residency acceptable to the District. When admission is sought under item 4 above, the Board shall determine whether an applicant qualifies as a resident of the District and may adopt reasonable guidelines for making that determination as necessary to protect the best interest of students.

Education Code 25.001(b)(e) [See FDA(LEGAL)]

The District may withdraw any student who ceases to be a resident. *Daniels v. Morris, 746 F.2d 271 (5th Cir. 1984)*

SUBSTITUTE FOR PARENT OR GUARDIAN

The Board may allow a person showing evidence of legal responsibility for a child other than an order of a court to substitute for a guardian or other person having lawful control of the child under court order. *Education Code 25.001(j)*

STUDENTS IN FOSTER CARE

A student placed in foster care by an agency of the state or a political subdivision, and whose foster parents reside in this District, shall be permitted to attend District schools free of any charge to the foster parents or to the agency. No durational residency requirement shall be used to prohibit such a student from fully participating in all activities sponsored by the District. *Education Code 25.001(f)*

ADMISSIONS AND ATTENDANCE

A student enrolled in high school in grade 9, 10, 11, or 12 who is placed in temporary foster care by the Department of Human Resources at a residence outside the attendance area for the school or outside the District is entitled to complete high school at the school in which the student was enrolled at the time of placement without payment of tuition. *Education Code 25.001(g)*

TRANSFERS FROM OTHER STATES

The District shall charge tuition for a student who resides in a residential facility and whose maintenance or expenses are paid in whole or in part by another state or the United States. Any such tuition charge must be submitted to the commissioner for approval. Students admitted under this provision shall not be counted for purposes of determining the District's average daily attendance. *Education Code 25.003*

TEXAS YOUTH COMMISSION

A school-age child of an employee of the Texas Youth Commission residing in an adjacent district may attend school in the District free of charge to his or her parents or guardian. Any tuition required by the District shall be paid by the district of the residence out of any funds appropriated to the facility by the legislature. *Education Code 25.042*

MILITARY DEPENDENTS

The District may charge tuition for the attendance of a student who is not domiciled in Texas and resides in military housing that is exempt from taxation by the District. The tuition rate may not exceed an amount equal to the District's average expenditure per student from local funds. *Education Code 25.004*

COURT-ORDERED STUDENT

A court may not order an expelled student to attend a regular classroom, a regular campus, or a school district alternative education program as a condition of probation unless the juvenile board for the county in which the District's central administrative office is located has entered into a memorandum of understanding with the Board concerning the supervision of and other support services for students in alternative education programs. *Education Code 37.010(c)*

If a court orders a student to attend an alternative education program as a condition of probation once during a school year and the student is referred to juvenile court again during that school year, the juvenile court may not order the student to attend an alternative education program in the District without the District's consent until the student has completed successfully any sentencing requirements. *Education Code 37.010(d)*

STUDENTS IN AEPS

When a student who was placed in an alternative education program in another school district enrolls in the District before the expiration of that AEP placement, the District may continue the AEP placement or may allow the student to attend regular classes without completing the period of placement. *Education Code 37.008(j)*

ADMISSIONS AND ATTENDANCE

ENROLLMENT

A child must be enrolled by the child's parent, guardian, or other person with legal control under a court order. *Education Code 25.002(f)*

REQUIRED DOCUMENTATION

Not later than the thirtieth day after the date a parent or other person with legal control of a child enrolls the child in a District school, the parent or other person, or the school district in which the child most recently attended school, shall furnish to the District all of the following:

1. The child's birth certificate, or another document suitable as proof of the child's identity as defined by the commissioner of education in the *Student Attendance Accounting Handbook*;
2. A copy of the child's records from the school the child most recently attended if he or she was previously enrolled in a school in Texas or in another state;

Students shall not be denied enrollment or be removed solely because they fail to provide the documentation required in items 1 and 2, above.

3. A record showing that the child has the immunizations required by Education Code 38.001, proof that the child is not required to be immunized, or proof that the child is entitled to provisional admission. [See FFAB(LEGAL)]

Education Code 25.002(a), 38.001; 19 TAC 129.1(a),(b)

INCONSISTENT DOCUMENTATION

If a child is enrolled under a name other than the name that appears in the identifying documents or records, the District shall notify the missing children and missing persons information clearinghouse of the child's name as shown on the identifying records and the name under which the child is enrolled.

MISSING DOCUMENTATION

If the required documents and other records are not furnished to the District within 30 days after enrollment, the District shall notify the police department of the city or the sheriff's department of the county in which the District is located and request a determination of whether the child has been reported as missing.

Education Code 25.002(b)(c)

STUDENTS UNDER 11

On enrollment of a child under 11 years of age in a school for the first time at the school, the school shall:

1. Request from the person enrolling the child the name of each previous school attended by the child;
2. Request from each school identified in item #1 the school records for the child and, if the person enrolling the child

ADMISSIONS AND ATTENDANCE

provides copies of previous school records, request verification from the school of the child's name, address, date, and grades and dates attended; and

3. Notify the person enrolling the student that not later than the thirtieth day after enrollment, or the ninetieth day if the child was not born in the United States, the person must provide:
 - a. A certified copy of the child's birth certificate; or
 - b. Other reliable proof of the child's identity and age and a signed statement explaining the person's inability to produce a copy of the child's birth certificate.

If a person enrolls a child under 11 years of age in school and does not provide the valid prior school information or documentation required, the school shall notify the appropriate law enforcement agency before the thirty-first day after the person fails to comply.

Code of Criminal Procedure 62.019

FALSE INFORMATION

When accepting a child for enrollment, the District shall inform the parent or other person enrolling the child that presenting false information or false records for identification is a criminal offense under Penal Code 37.10 and that enrolling the child under false documents makes the person liable for tuition or other costs as provided below. *Education Code 25.002(d)*

A person who knowingly falsifies information on a form required for a student's enrollment in the District shall be liable to the District if the student is not eligible for enrollment, but is enrolled on the basis of false information. For the period during which the ineligible student is enrolled, the person is liable for the maximum tuition fee the District may charge [see FDA (LEGAL)] or the amount the District has budgeted per student as maintenance and operating expense, whichever is greater. *Education Code 25.001(h)*

The District may include on its enrollment form notice of the legal penalties and liability for falsifying information on the form. *Education Code 25.001(i)*

PREKINDERGARTEN

The District shall offer prekindergarten classes if it identifies 15 or more eligible students who are at least four years of age and may offer prekindergarten if it identifies 15 or more eligible children who are at least three years of age. A child is eligible for enrollment in prekindergarten if the child is at least three years of age and is:

1. Unable to speak or comprehend the English language;
2. Educationally disadvantaged; or

ADMISSIONS AND ATTENDANCE

3. Homeless, as defined by federal law (see page one), regardless of the residence of the child, of either parent or child, or of the child's guardian or other person having lawful control.

The District shall develop a system to notify the population in the District with children who are eligible for enrollment in a prekindergarten program of the availability of the program. Notices shall be issued in both English and Spanish. [See EEL(LEGAL)]

Education Code 29.153

GRANT PROGRAMS	The District may use funds from grants administered by the commissioner to operate an existing half-day kindergarten or prekindergarten program on a full-day basis or to implement a prekindergarten program on a campus that does not have a prekindergarten program. <i>Education Code 29.155</i>
KINDERGARTEN	The District shall establish and maintain one or more free kindergarten programs for the training of resident children who are at least five years of age on or before September 1 of the current school year. <i>Education Code 29.151</i> [See EC(LEGAL)]
FIRST GRADE	A child may be enrolled in the first grade if he or she is at least six years of age at the beginning of the current school year or has been enrolled in the first grade, or completed kindergarten, in the public schools of another state prior to transferring to the District. <i>Education Code 42.003(c)</i>
UNDERAGE STUDENTS	A student younger than five years of age is eligible for enrollment in the public schools if the student performs satisfactorily on the assessment instrument administered to third graders and the District has adopted a policy to admit students younger than five years of age. <i>Education Code 42.003(d)</i>
SCREENING	The principal of each District school shall ensure that each student admitted to that school has complied with Board of Health screening requirements for special senses and communication disorders and spinal screening or has submitted an affidavit of exemption. <i>Health and Safety Code 36.005, 37.002</i> [See FFAA(LEGAL)]
PEST CONTROL INFORMATION	At the time a student is registered, District personnel shall inform parents, guardians, or managing conservators that the school periodically applies pesticides indoors and that information on the application of pesticides is available on request. <i>Art. 135b-6, Sec. 4G(g), V.A.T.S.</i> [See CLB(LEGAL)]

**ADMISSIONS AND ATTENDANCE:
INTERDISTRICT TRANSFERS**

**AGREEMENT
BETWEEN
DISTRICTS**

The Board may, by means of a mutual agreement with the board of an adjoining district, transfer any student to the jurisdiction of that adjoining district. All transfers shall be made pursuant to the requirements of Education Code 25.032 through 25.034. The Board, together with the board of the adjoining district, shall agree to the transfer of school funds proportionate to the transfer of attendance when such interdistrict transfers are made. If the District accepts students by contract from districts that do not teach all grades, it may assess a tuition fee in excess of that permitted by Education Code 25.038 [see TUITION, below] when it is in the best interest of the District, subject to agreement of the sending district. *Education Code 25.035, 25.039(b)*

**INITIATED BY
STUDENT OR
PARENT**

Any student, other than a high school graduate, who is under 21 years of age and eligible for enrollment on September 1, may transfer to another Texas district, provided that both the receiving district and the applicant's parent, guardian, or person having lawful control agree in writing to the transfer. *Education Code 25.036* [See also FD(LEGAL)]

**BASIS FOR
TRANSFER**

The Board or its designee must make transfer decisions on an individual basis and may not consider as a factor in arriving at any decision regarding assignments any matter relating to the national origin of the student or the student's ancestral language. *Education Code 25.032* [See FDDAA(LEGAL)]

**FUNDING FOR
TRANSFERS**

Upon the filing and certification of any transfer, the state per capita apportionment shall transfer with the student. For purposes of computing state allotments to districts eligible under the Foundation School Program, the student's attendance prior to the date of transfer shall be counted by the sending district and the student's attendance after transfer shall be counted by the receiving district. *Education Code 25.037*

**EXPELLED FROM
ANOTHER
DISTRICT**

If a student has been expelled from another school district, the expelling district shall provide to the District a copy of the expulsion order and the referral to the authorized officer of the juvenile court. The District in which the student enrolls may:

1. Continue the expulsion under the terms of the order;
2. Place the student in an alternative education program for the period specified by the expulsion order; or
3. Allow the student to attend regular classes without completing the period of expulsion. *Education Code 37.010(g)*

TUITION

The District may charge a tuition fee to the extent that the District's actual expenditure per student in average daily attendance

**ADMISSIONS AND ATTENDANCE:
INTERDISTRICT TRANSFERS**

**HOME SCHOOL
CREDIT**

In order to receive credit for coursework completed in a home-school environment, students or parents shall be required to:

1. Furnish the title of the curricular material used in the home school.
2. Provide a copy of completed major exams, such as semester tests, as evidence of successful course completion.
3. Give evidence of content competency by achieving a satisfactory score on a test approved by the Board such as NAPT Standardized Test, CCP Diagnostic Tests, or locally-developed, age-appropriate tests.
4. Submit a transcript indicating all courses completed in the home school.
5. Provide a record of attendance.

[See FDC (LEGAL)]

TUITION

The Board shall establish fees, as appropriate, for nonresident, overage, and underage students to attend District schools, and for other programs the District offers beyond required instruction.

WAIVERS

The Board may waive tuition for a student upon written application by the student or parent/guardian, upon the recommendation of the Superintendent.

NONPAYMENT

Student whose tuition payments are delinquent shall be subject to exclusion from the school, course, or program in which they are enrolled.

WITHDRAWAL

Minor students may withdraw from school by presenting a request signed by the student's parent/guardian and stating the reason for the withdrawal. Students 18 or older may request withdrawal without parent/guardian signature.

[For District withdrawal of students no longer in attendance, see FDD (LOCAL)]

ADMISSIONS AND ATTENDANCE

REGISTRATION FORMS

Before a minor student may be officially admitted to District schools, appropriate registration forms shall be completed and signed by the student's parent, legal guardian, or other person having lawful control. Students who have reached age 18 or over shall complete and sign these forms themselves.

ADMISSIONS AND ATTENDANCE:
ELIGIBILITY AND ADMISSIONS REQUIREMENTS

ACCEPTABLE DOCUMENTS FOR STUDENT IDENTIFICATION

The original document, certified copy, or photocopy made and certified by the county clerk or other official, of any of the following documents is acceptable for proof of identity under Education Code 21.0313:

Adoption records
Birth certificate
Church baptismal record
Driver's license
Hospital birth records
Passport
School ID card, records, or report card
Any other legal document that establishes identity

The minimum student records data that must be transferred within 30 days includes the following:

1. Student enrollment information--District ID, statewide student ID (Social Security number or state-assigned alternative number), local student ID, course credits, promotions, discipline-expelled students, attendance, enrollment and withdrawal dates.
2. Student demographic information--first, middle, and last name; sex, ethnicity, date of birth, special education handicapping condition, special education instructional setting, home language, migrant information.
3. Student achievement information--exit level TEAMS/TAAS, most recent TEAMS/TAAS scores.
4. Student immunization/health information.

Guidelines established by the commissioner of education under the authority of Education Code 21.0313 and 19 TAC 129.1(e).

**ADMISSIONS AND ATTENDANCE:
INTERDISTRICT TRANSFERS**

**TRANSFER
REQUESTS**

The Board reserves the right to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, or national origin.

A nonresident student wishing to transfer into the District shall file an application for transfer with the Superintendent or designee by May 1 prior to the school year for which the transfer is requested. Any other requests shall be considered by the Board on a case-by-case basis.

Resident students who become nonresidents during the course of a semester shall be permitted to continue in attendance for the remainder of the semester. An appeal for an extension may be made to the Board when circumstances warrant.

PLACEMENT

**ACCREDITED
SCHOOLS**

New resident students entering the District from accredited public, private, or parochial schools after grade 1 shall provide evidence of prior schooling outside the District. They shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

**NONACCREDITED
SCHOOLS**

Students entering the District from nonaccredited public, private, or parochial schools, including home schools, shall be placed initially at the discretion of the principal, pending observation by classroom teacher(s), guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement test(s), which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

TRANSFER CREDIT

Transfer students from nonaccredited public, private, or parochial schools shall validate high school credit for courses by testing or evidence that courses meet State Board requirements and standards.

**ADMISSIONS AND ATTENDANCE:
INTERDISTRICT TRANSFERS**

exceeds the sum of the District's benefits from state aid sources. However, unless a tuition fee is prescribed and set out in a transfer agreement prior to its execution by the parties, no increase in tuition charge shall be made for the year of that transfer that exceeds the tuition charge, if any, of the preceding school year. *Education Code 25.038*

**PLACEMENT OF
TRANSFERS**

**CREDITS AND
RECORDS**

The District shall accept all credits earned toward state graduation requirements by students in accredited Texas school districts, including credits earned in accredited summer school programs. Credits earned in local credit courses may be transferred at the District's discretion. Transfer students shall not be prohibited from attending school pending receipt of transcripts or academic records from the district the student previously attended. *19 TAC 74.26 (a)(1)*

**NONPUBLIC
SCHOOLS**

Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. The District may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit. *19 TAC 74.26(a)(2)*

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Statement of Impact

Name of Proposed Charter School: The Phoenix Charter School

Check the appropriate response below:

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

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

The Phoenix Charter School

RECEIVED
TEXAS EDUCATION
AGENCY
2000 MAY -8 PM 3:39
DOCUMENT CONTROL
CENTER

<u>Bland ISD</u>	<u>116-915</u>
	ty-District Identification Number)
<u>PO Box 216, Merit, Texas 75458</u>	
(District Address)	
<u><i>Terry Hurst</i></u>	<u>Terry Hurst</u>
(Signature of Board President)	(Print Board President's Name)
<u><i>Dr. J. Davis</i></u>	<u>Dr. J. Davis</u>
(Signature of Superintendent)	(Print Superintendent's Name)
<u>4/28/00</u>	<u>(903) 776-2239</u>
(Date)	(Phone Number)

FAX COVER SHEET

Boles ISD
 7071 FM 2101
 Quinlan, TX 75474
 (903) 883-4464
 Fax (903) 883-4531

SEND TO Company name	From
Texas Education Agency	Julie Spears
Attention	Date
Mary Perry	8/25/00
Office location	Office location
Fax number	Phone number
(512) 463-9732	

- Urgent
 Reply ASAP
 Please comment
 Please review
 For your information

Total pages, including cover: 2

COMMENTS

00372

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 The documents accompanying this facsimile contain confidential information, belonging to the sender, that is legally privileged. The information is intended only for use of the above named individual or entity. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution or taking of action in the release of this facsimile information is strictly prohibited. If you have received this facsimile in error, please notify us by telephone immediately to arrange for return of the original documents to us. Telephone number (903)883-4464

PHOENIX SCHOOL**INTERVIEW with PLANNING COMMITTEE, STATE BOARD of EDUCATION**

DATE September 13, 2000
TIME 2:15-3:00 P.M.
LOCATION Room 1-104
Texas Education Agency
1701 N. Congress
Austin, Texas 70801

Please list the names of the individuals who will attend the meeting to represent Phoenix School-

John McCrary - Phoenix School (private sector) Board President
Vickie Glasscock - Boles ISD-Phoenix Campus Administrator
Larry McKinney - Phoenix School (Private Sector) Parent/Board Member
Shirley Duran - Boles ISD Administrator
Graham Sweeney - Boles ISD Superintendent
Andy Chance - District's General Council
Julie Spears - Boles ISD Assistant Superintendent
Blake Powell - District's Co-Council

Please list any equipment needed for the short presentation-

computer → will bring over computer
data projector
screen



Signature

of person completing this form



Date

**PLEASE FAX THIS FORM TO MARY PERRY AT THE CHARTER
SCHOOLS DIVISION, (512)463-9732 NO LATER THAN FRIDAY,
SEPTEMBER 1, 2000.**

00373

FAX COVER SHEET

Boles Independent School District

7071 FM 2101
Quinlan TX 78474
Phone(903) 883-4464
Fax (903) 883-4531

Destination: Division of Charter Schools From: B. Graham Sweeney

Attention: Ms. Susan Barnes Date: 8-28-00

Office location: _____ Office location: _____

Fax number: 512-463-9732 Phone number: 512-463-9575

urgent reply asap please comment please review FYI

Pages including cover: 5

Comments:

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TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Jim Nelson

Commissioner of Education

August 21, 2000

Vickie Glasscock
Phoenix School
8501 Jack Finney Blvd.
Greenville, Texas 75402

Dear Ms. Glasscock:

This letter is to confirm your interview with the Planning Committee of the State Board of Education (SBOE) about your charter school application. Your interview is scheduled for **Wednesday, September 13, 2000, from 2:15-3:00 in Room 1-104** at the Texas Education Agency. Please be prepared to give a 10-minute overview of your application and to answer questions related to your application. The SBOE Planning Committee will consider applications on September 14, and the full board will vote on new charters on September 15. For purposes of the SBOE agenda, please let the Charter Schools Division know who will be attending the interview. We also need to know if you need any equipment. A form for you to complete is included with this letter. Please return it to the Charter Schools Division by September 1.

One requirement of the Generation 5 application, VII B, #3, is a return receipt from the post office showing that the Statement of Impact was sent to school districts that could be impacted by your charter. Your application indicated letters were mailed to districts. Although we have received an impact statement from Bland ISD, a copy of your return receipt to the following districts should be submitted immediately to the Division of Charter Schools:

Greenville ISD ✓
Wolfe City ISD ✓
Lone Oak ISD ✓
Quinlan ISD ✓

Campbell ISD ✓
Celeste ISD ✓
Caddo Mills ISD ✓
Commerce ISD ✓

If you have any questions, please call either Esther Murguia or Mary Perry of the Charter School Division at 512-463-9575.

Sincerely,

Susan Barnes
Director, Division of Charter Schools

Enclosure

cc: Dr. Graham Sweeny

00375

Preparing Children, Promoting Excellence

BOLES I.S.D.

TREASURY & OPERATIONS
2077 FM 2101, P.O. BOX 2181
QUINLAN, TEXAS 75474

PAY TO
THE
ORDER
OF

ONE DOLLAR AND NO/100

NON-NEGOTIABLE

*** U.S. POSTAL SERVICE ***
QUINLAN, TX 75474-9998
487400 42.00
HART # 07
04-14-00 14:12:35

CUSTOMER RECEIPT

109 POST VAL IMP	9.15
109 POST VAL IMP	8.05
109 POST VAL IMP	9.15
109 POST VAL IMP	5.40
109 POST VAL IMP	2.65
109 POST VAL IMP	0.05
109 POST VAL IMP	9.15
109 POST VAL IMP	9.15
109 POST VAL IMP	2.51
109 POST VAL IMP	3.20
098 POSTAGE STAMPS	-2.53
109 POST VAL IMP	9.15
109 POST VAL IMP	9.15
109 POST VAL IMP	9.15
109 POST VAL IMP	9.15

TOTAL 100.55
CHECK #018 100.55
CHANGE .00


*** THANK YOU ***

00376

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:
Mr. Ray Thompson-Caddo

Postage	\$ 6.50
Certified Fee	1.40
Return Receipt Fee (Endorsement Required)	1.25
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 9.15



Name (Please Print Clearly) (To be completed by mailer)
Boles ISD

Street, Apt. No.; or PO Box No.
7071 Fm 2101

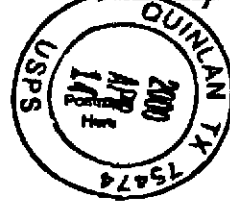
City, State, ZIP+4
Quinlan, Tx 75474

PS Form 3800, July 1999 See Reverse for Instructions

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:
Mr. John Sheed - Wolfe City

Postage	\$ 6.50
Certified Fee	1.40
Return Receipt Fee (Endorsement Required)	1.25
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 9.15



Name (Please Print Clearly) (To be completed by mailer)
Boles ISD

Street, Apt. No.; or PO Box No.
7071 Fm 2101

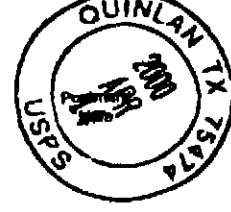
City, State, ZIP+4
Quinlan, Tx 75474

PS Form 3800, July 1999 See Reverse for Instructions

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:
Eddie White - One Oak ISD

Postage	\$ 6.50
Certified Fee	1.40
Return Receipt Fee (Endorsement Required)	1.25
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 9.15



Name (Please Print Clearly) (To be completed by mailer)
Boles ISD

Street, Apt. No.; or PO Box No.
7071 Fm 2101

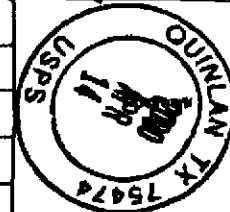
City, State, ZIP+4
Quinlan, TX 75474

PS Form 3800, July 1999 See Reverse for Instructions

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:
Glen Fields-Campbell ISD

Postage	\$ 5.40
Certified Fee	1.40
Return Receipt Fee (Endorsement Required)	1.25
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 8.05



Name (Please Print Clearly) (To be completed by mailer)
Boles ISD

Street, Apt. No.; or PO Box No.
7071 Fm 2101


City, State, ZIP+4
Quinlan, Tx 75474

PS Form 3800, July 1999 See Reverse for Instructions

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:
Mrs. Loretta Kibler-Cornett

Postage	\$ 5.40
Certified Fee	1.40
Return Receipt Fee (Endorsement Required)	1.25
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 8.05



Name (Please Print Clearly) (To be completed by mailer)
Boles ISD

Street, Apt. No.; or PO Box No.
7071 Fm 2101


City, State, ZIP+4
Quinlan, Tx 75474

PS Form 3800, July 1999 See Reverse for Instructions

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:
Dr. Herman Smith

Postage	\$ 5.40
Certified Fee	1.40
Return Receipt Fee (Endorsement Required)	1.25
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 8.05



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Boles ISD

Street, Apt. No.; or PO Box No.
7071 Fm 2101

City, State, ZIP+4
Quinlan, Tx 75474

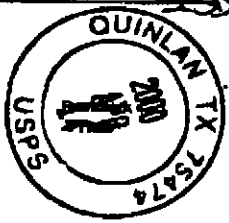
PS Form 3800, July 1999 See Reverse for Instructions

00377

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:
Larry LaFavers - Colored

Postage	\$ 6.50
Certified Fee	1.40
Return Receipt Fee (Endorsement Required)	1.25
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 9.15



Name (Please Print Clearly) (To be completed by mailer)
Boles ISD
Street, Apt. No., or PO Box No.
7071 FM 2101
City, State, ZIP+4
Quinlan, TX 75474

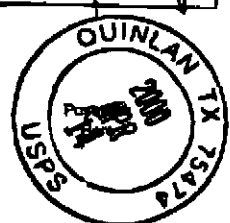
PS Form 3800, July 1999 See Reverse for Instructions

7099 3220 0004 4852 5524

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:
Ann Mills - Twp County Coop

Postage	\$ 6.50
Certified Fee	1.40
Return Receipt Fee (Endorsement Required)	1.25
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 9.15



Name (Please Print Clearly) (To be completed by mailer)
Boles ISD
Street, Apt. No., or PO Box No.
7071 FM 2101
City, State, ZIP+4
Quinlan, TX 75474

PS Form 3800, July 1999 See Reverse for Instructions

7099 3220 0004 4852 5524

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:
Dr. Joe Farmer - Region 10

Postage	\$ 6.50
Certified Fee	1.40
Return Receipt Fee (Endorsement Required)	1.25
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 9.15



Name (Please Print Clearly) (To be completed by mailer)
Boles ISD
Street, Apt. No., or PO Box No.
7071 FM 2101
City, State, ZIP+4
Quinlan, TX 75474

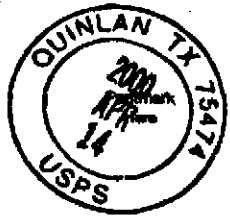
PS Form 3800, July 1999 See Reverse for Instructions

7099 3220 0004 4852 5524

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:
Gay Davis - Bland ISD

Postage	\$ 6.50
Certified Fee	1.40
Return Receipt Fee (Endorsement Required)	1.25
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 7.15



Name (Please Print Clearly) (To be completed by mailer)
Boles ISD
Street, Apt. No., or PO Box No.
7071 FM 2101
City, State, ZIP+4
Quinlan, TX 75474

PS Form 3800, July 1999 See Reverse for Instructions

7099 3220 0004 4852 5524

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

Article Sent To:
Danny Johnson - Quinlan ISD

Postage	\$ 6.50
Certified Fee	1.40
Return Receipt Fee (Endorsement Required)	1.25
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 9.15



Name (Please Print Clearly) (To be completed by mailer)
Boles ISD
Street, Apt. No., or PO Box No.
7071 FM 2101
City, State, ZIP+4
Quinlan, TX 75474

PS Form 3800, July 1999 See Reverse for Instructions

7099 3220 0004 4852 5524

00378

THE PHOENIX CHARTER SCHOOL

Once a charter has been approved by the State Board of Education, a contract must be signed and a vendor ID number must be established in order for any charter to receive funding. Other numbers are needed in order to establish the vendor ID number. To facilitate the payment process, please verify necessary information by completing the following and faxing it with federal assurances and a copy of the "Letter of Exemption" to Mary Perry in the Charter Schools Office at (512)463-9732. If you have any questions, please call Mary at (512)463-9575.

NEEDED TO ESTABLISH VENDOR ID NUMBER (VIN)---

✓ Corporate Charter number from Secretary of State Number 01002911-01
This 10-digit number designates a non-profit corporation doing business in Texas and is often referred to as the SOS number because it comes from the Secretary of State.

✓ Nine-digit employer ID number from IRS Number 75-2113095
This 9-digit number designates a federal non-profit corporation and is also called a Federal EIN or simply EIN.

_____ A copy of the "Letter of Exemption" written to the Comptroller of Public Accounts This shows that you have requested an exemption from state and local sales tax and must contain-

Contacted Secretary of State will send records David Williamson Phoenix School

- details of the nature of the activities to be conducted
- a copy of the articles of incorporation
- a copy of any application trust agreement or a copy of the organization's constitution
- a copy of any letter of exemption from the IRS

✓
all

The Comptroller's office could request additional information.

A copy of the "Letter of Exemption" is used by charter school staff at the point of purchase whenever they are buying any type of merchandise that would normally require sales or franchise tax.

✓ A completed "General Application of Assurances for Federal Funds"

A bank account using the business name approved by the Secretary of State's office (from Item 1) and the number from the IRS (from Item 2) is needed. Direct deposit may then be set up, but it is not required to get a VIN number.

A separate number for each separate charter is important because sharing a VIN number among different charters with the same sponsoring entity can be a problem. If there is a problem with payment for one charter site sharing the same VIN number, payments for all other sites with the same VIN number are delayed.

OK

THE PHOENIX CHARTER SCHOOL

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Contacted Secretary of State will send articles David Williamson Phoenix School

✓
all

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O.K.

4/20 Original to Shore
copy to: Charter School:
RJ

Boles Independent School District
7071 FM 2101
Quinlan, Texas 75474
(903) 883-4464 Fax(903) 883-4531

file
Phoenix CS

April 18, 2001

Ms. Grace Shore
State Board of Education Chairperson
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

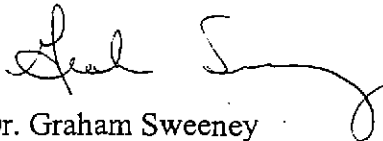
Copy to
Jim in legal
4/23/01

Dear Ms. Shore,

I respectfully submit this letter of gratitude to you and all of the state board for the extensive assistance and support you have demonstrated towards Boles ISD and the Phoenix Corporation in the Open Enrollment Charter application process. This letter is to inform you and the state board that negotiation between Boles and Phoenix boards has failed to produce an educational service agreement for 2001-2002 school year. Therefore, Boles ISD requests that our association with Phoenix be completely withdrawn from the Open Enrollment Charter application. Enclosed is a copy of the resolution of dissolution adopted by the Boles ISD board of directors. Also, enclosed is a copy of the letter sent to Phoenix board members and parents at the Phoenix campus.

If further information is required, please do not hesitate to contact Mrs. Julie Spears, Assistant Superintendent, or myself.

Sincerely,



Dr. Graham Sweeney
Superintendent, Boles ISD

cc: Maxine Thomas
President of Phoenix Corporation

00381

**Boles Independent School District
7071 FM 2101
Quinlan, Texas 75474
(903) 883-4464 Fax(903) 883-4531**

April 10, 2001

Dr. Maxine Thomas
510 Highland Oaks
Greenville, TX 75402

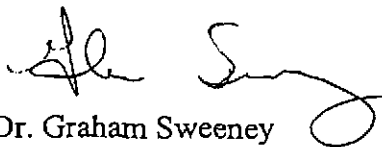
Dear Dr. Thomas and Phoenix Board Members:

Boles ISD appreciates the opportunity to have worked with Phoenix in establishing a public school campus for school year 2000-2001. It appears that great educational programs have been established for the students at the Phoenix campus.

The discussion of the partnership of programs and operation of the Phoenix campus for 2001-2002 has been extremely healthy. It has given the Boles board as well as the Phoenix board time to reflect and evaluate the existing relationship. Unfortunately, the Boles ISD board has decided that despite good faith effort to reach an agreement, it is reasonably anticipated that Boles ISD will be unable to serve the students of the Phoenix school in the 2001-2002 school year. This program change will require recovery of all Boles ISD furniture, equipment, fixtures, and all other educational resources mostly located at the Phoenix premises, effective at the end of the 2000-2001 school year. A copy of the two resolutions that the Boles board adopted on April 3, 2001 is attached. This delineates the official separation of the two entities. We anticipate that the separation will be done on a professional and in an amicable manner.

If there are further questions, please feel free to call. It is my sincere hope that the Phoenix campus will do well in the future.

Sincerely,



Dr. Graham Sweeney
Superintendent, Boles ISD

cc: Vicki Glasscock

00382

**RESOLUTION OF THE BOARD OF TRUSTEES
OF THE BOLES INDEPENDENT SCHOOL DISTRICT**

WHEREAS at a lawfully called meeting of the Board of Trustees of the Boles Independent School District, the Board of Trustees considered the cessation of education services to the Phoenix School; and

WHEREAS despite good faith efforts to reach an agreement, the school district and the Phoenix School have reached an impasse and are unable to reach an agreement for education services in the 2001-2002 School Year primarily due to the insistence of Phoenix that it be permitted to employ uncertified professional staff over the objections of Boles ISD; and

WHEREAS, as a direct result, it is reasonably anticipated that Boles ISD will be unable to serve the students of the Phoenix School in the 2001-2002 School Year; and

WHEREAS Boles ISD meets its salary obligations to its Phoenix staff primarily from the Tier One funds generated by the average daily attendance of students enrolled at Phoenix at Phoenix, the cessation of education services to Phoenix students results in a loss of these necessary Tier One dollars; and

WHEREAS these circumstances mandate a necessary program change that requires the elimination of Boles ISD administrators and teachers currently serving the Phoenix students and will require the termination of these employees effective at the end of the 2000-2001 School Year; and

WHEREAS these circumstances further require the recovery of all Boles ISD furniture, equipment, fixtures and other educational resources presently located on the Phoenix premises effective at the end of the 2000-2001 School Year; and

WHEREAS this redirection of financial resources is intended to meet the educational needs of the students of Boles ISD.

IT IS, THEREFORE RESOLVED that this program change requires the termination of district employees currently serving Phoenix effective at the end of the 2000-2001 School Year.

IT IS FURTHER RESOLVED that this program change requires recovery of all Boles ISD furniture, equipment, fixtures and other educational resources presently located on the Phoenix premises effective at the end of the 2000-2001 School Year.

IT IS FURTHER RESOLVED that the Board of Trustees of the Boles Independent School District hereby directs Dr. Graham A. Sweeney to recommend the termination/proposed termination of employees affected by this program change and to take actions necessary to recover Boles ISD furniture, equipment, fixtures and other educational resources presently located on the Phoenix premises effective at the end of the 2000-2001 School Year.

Adopted this 3rd day of April, 2001, by the Board of Trustees of the Boles Independent School District.

By: *Linda Potts*
President, Board of Trustees

Alan Boyd
Secretary, Board of Trustees

00383

**RESOLUTION OF THE BOARD OF TRUSTEES
OF THE BOLES INDEPENDENT SCHOOL DISTRICT**

WHEREAS at a lawfully called meeting of the Board of Trustees of the Boles Independent School District, the Board of Trustees considered the need for a program change by the District in response to an anticipated cessation of education services to the Phoenix School; and

WHEREAS the Board of Trustees of the Boles Independent School District further considered whether the program change requires the non renewal of one or more employees; and

WHEREAS the Board of Trustees of the Boles Independent School District further considered the superintendent's recommendation that a redirection of financial resources is necessary to meet the educational needs of the students of Boles ISD and that a program change be implemented; and

IT IS, THEREFORE RESOLVED that the Board of Trustees of the Boles Independent School District does hereby determine that a program change requires the non renewal of one or more employees;

IT IS FURTHER RESOLVED that the Board of Trustees of the Boles Independent School District hereby directs Dr. Graham A. Sweeney to recommend the proposed non renewal of employees affected by this program change.

Adopted this 3rd day of April, 2001, by the Board of Trustees of the Boles Independent School District.

By: *Linda Pitts*

President, Board of Trustees

Allecia Boyd

Secretary, Board of Trustees

Boles Independent School District
7071 FM 2101
Quinlan, Texas 75474
(903) 883-4464 Fax(903) 883-4531

April 18, 2001

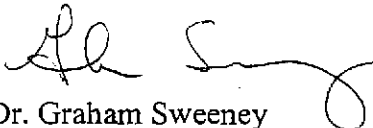
Dear Parents of Phoenix Students:

Boles ISD appreciates the opportunity to have worked in establishing a public campus for school year 2000-2001. Outstanding educational programs have been established for the students at the Phoenix campus.

The Boles and Phoenix school boards have had discussion over the last couple of months to reflect and evaluate the existing relationship. After extensive consideration, the Boles ISD board has decided it is reasonable to assume that Boles ISD will be unable to serve the students of the Phoenix school for 2001-2002 school year. It is my understanding that the Phoenix school will still attempt to have an Open Enrollment Charter for school year 2001-2002. Please note that with this transition your child's permanent record will be transferred to Boles ISD campus at the end of May, and a copy will be retained at the Phoenix campus. However, as per the request of the school district for which your child will be attending in the 2001-2002 school year, we will forward copies of the records. If the student was receiving Special Education services, those records will be forwarded to the transferring campus upon request of the receiving district. Typically, the school you choose for your child will always request official records. Either way, please understand that copies of these records are available to you at anytime. We are anticipating that the separation will be done on a professional and amicable basis.

If you have further questions, please feel free to contact Mrs. Julie Spears, Assistant Superintendent, or myself.

Sincerely,



Dr. Graham Sweeney
Superintendent, Boles ISD

00385

Barnes, Susan

From: Perry, Mary
Sent: Friday, April 20, 2001 5:55 PM
To: Moody, Charles
Cc: Barnes, Susan; Thompson, Jim
Subject: RE: Phoenix School

If I understood Vickie correctly, she is with the Phoenix School (being paid by Boles ISD because I told her that I was confused about the arrangement and she said that the Phoenix School had an agreement with Boles) and is out of the loop with what is happening with Boles ISD and TEA. She said that Phoenix School now does not plan to contract with Boles ISD, and she wants to be involved in the discussions with the agency about next steps so that they can be ready for school in the fall. I indicated that she would have talk to the Jim Thompson, and she said that she had left a message for Jim. I told her that I would follow up with Jim.

-----Original Message-----

From: Moody, Charles
Sent: Friday, April 20, 2001 5:43 PM
To: Perry, Mary
Cc: Barnes, Susan; Thompson, Jim
Subject: RE: Phoenix School

✓ Jim said that he has been having discussions about Phoenix with Stacy Ferguson, the school's attorney. So your statement to Ms. Glasscock was correct -- the attorneys from both sides are working on the matter. I guess Ms. Glasscock just is not being kept up to date by her attorney.

-----Original Message-----

From: Perry, Mary
Sent: Friday, April 20, 2001 5:40 PM
To: Moody, Charles
Cc: Barnes, Susan
Subject: Phoenix School

✓ Thank you for agreeing to follow up with Jim and Vicki Glasscock about the status of this Generation 5 charter.

Vickie Glasscock has asked in writing that all correspondence for the Phoenix Charter School be sent to the principal at the corporate office:

Phoenix Charter School
8502 Jack Finney Blvd.
Greenville, TX 75402
903-454-7153 - phone
903-454-7806 - fax

Due to the unusual nature of this potential charter, I am not sure who has the authority to make any changes.

00386

Barnes, Susan

From: Perry, Mary
Sent: Friday, April 20, 2001 5:40 PM
To: Moody, Charles
Cc: Barnes, Susan
Subject: Phoenix School

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To: Perry, Mary
Cc: Barnes, Susan; Thompson, Jim
Subject: RE: Phoenix School

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file w/ articles of incorporation

THE PHOENIX SCHOOL

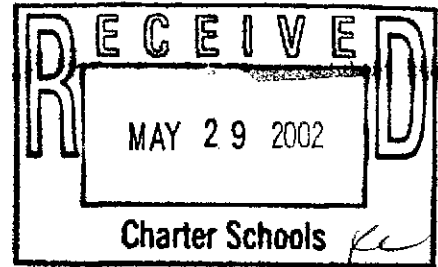
A TEXAS NON-PROFIT CORPORATION

The Phoenix Charter School
offering Hunt County a choice in education

The Phoenix Private School
-Serving children since 1986-

May 23, 2002

Texas Education Agency
Charter School Division
1700 N. Congress Ave.
Austin, TX 78701



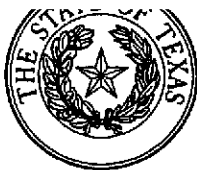
To whom it concerns:

Please find enclosed the amendments to our Articles of Incorporation of the Phoenix School request by your agency. If you have any question or need further information please contact me at (903) 454-7153.

Sincerely,

David Williamson
David Williamson
Office Manager-Phoenix Charter School

00389



Office of the Secretary of State

May 14, 2002

The Phoenix School
8501 Jack Finney Blvd.
Greenville, TX 75402 USA

RE: THE PHOENIX SCHOOL
File Number: 100291101

It has been our pleasure to file the articles of amendment for the referenced entity. Enclosed is the certificate evidencing filing. Payment of the filing fee is acknowledged by this letter.

If we may be of further service at any time, please let us know.

Sincerely,

Corporations Section
Statutory Filings Division
(512) 463-5555

Enclosure

Come visit us on the internet at <http://www.sos.state.tx.us/>

PHONE(512) 463-5555
Prepared by: Jones

FAX(512) 463-5709

TTY7-1-1

00390



Office of the Secretary of State

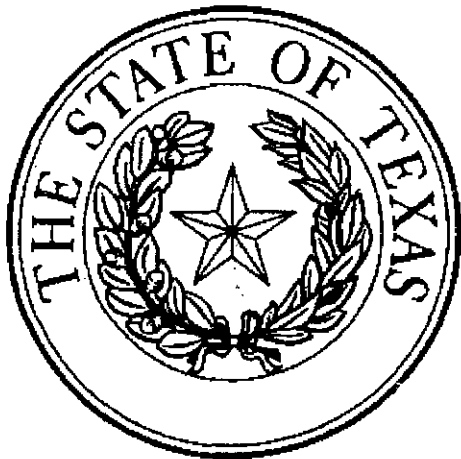
**CERTIFICATE OF AMENDMENT
OF**

**THE PHOENIX SCHOOL
100291101**

The undersigned, as Secretary of State of Texas, hereby certifies that the attached Articles of amendment for the above named entity have been received in this office and have been found to conform to law.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law hereby issues this Certificate of Amendment.

Dated: 05/06/2002
Effective: 05/06/2002



A handwritten signature in cursive script that reads "Gwyn Shea".

Gwyn Shea
Secretary of State

00391

Come visit us on the internet at <http://www.sos.state.tx.us/>

PHONE(512) 463-5555
Prepared by: Jones

FAX(512) 463-5709

TTY7-1-1

Articles of Amendment to the Article of Incorporation of **MAY 06 2002**
The Phoenix School
Corporations Section

Pursuant to the provisions of Article 4.03 of the Texas Non-Profit Corporation Act, the undersigned non-profit corporation, The Phoenix School, adopts the following Articles of Amendment to its articles of incorporation.

Article IV.

Purpose

The purpose for which this corporation is organized:

1. The purpose of the corporation is to provide educational instruction to pre-school and school age children.

This amendment was adopted at a meeting of the Board of directors held on the 15th day of April, 2002, at 8501 Jack Finney Blvd. in the City of Greenville, County of Hunt, State of Texas.

Dated this 16th day of April, 2002.

The Phoenix School



Dr. Maxine Thomas-Board President



Lisa Buchanan-Board Secretary

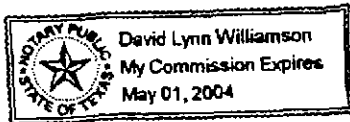
State of Texas

County of Hunt

Before me, a notary public, on this day personally appeared Dr. Maxine Thomas, known to me to be the person whose name is subscribed to the foregoing document and, being by me first sworn, declared that the statements therein contained are true and correct.

Given under my signature and seal of office this 24th day of April, 2002.

David Lynn Williamson
Notary Public, State of Texas



My commission Expires:
May 10, 2004

00393

The Phoenix Charter School

This contract is executed between the Texas State Board of Education (the "Board") and The Phoenix School ("Charterholder") for an open-enrollment charter to operate a Texas public school.

General

1. Definitions. As used in this contract:
 - "Charter" means the open-enrollment charter, as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), granted by this contract.
 - "Charterholder" means the sponsoring entity identified in the charter application.
 - "Charter school" means the open-enrollment charter school. Charterholder agrees to operate as provided in this contract. The charter school is a Texas public school and a charter school within the meaning of 20 U.S.C. §8066 .
 - "Agency" means the Texas Education Agency.
2. The Charter. This contract grants to Charterholder an open-enrollment charter under Subchapter D, Chapter 12, TEC. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application #701-01-004; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board; (e) all statements, assurances, commitments and representations made by Charterholder in its application for charter, attachments or related documents, to the extent consistent with (a) through (d); and (f) assurance by Charterholder, evidenced by execution of this contract, that no false information was submitted to the Agency or the Board by Charterholder, its agents or employees in support of its application for charter.
3. Authority Granted by Charter. The charter authorizes Charterholder to operate a charter school subject to the terms of the charter. Action inconsistent with the terms of the charter shall constitute a material violation of the charter.
4. Alienation of Charter. The charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise. Charterholder may not delegate, assign, subcontract or otherwise alienate any of its rights or responsibilities under the charter. Any attempt to do so shall be null and void and of no force or effect; provided, however, that Charterholder may contract at fair market value for services necessary to carry out policies adopted by Charterholder or the governing body of the charter school. Charterholder may not engage or modify the terms of the engagement of a private management company without approval by the Board in accordance with Paragraph 7 of this contract.

5. Term of Charter. The charter shall be in effect from the date of execution through August 1, 2005, unless renewed or terminated.
6. Renewal of Charter. On timely application by Charterholder in a manner prescribed by the Board, the charter may be renewed for an additional period determined by the Board. The charter may be renewed only by written amendment approved by vote of the Board and properly executed by its chair.
7. Revision by Agreement. The terms of the charter may be revised with the consent of Charterholder by written amendment approved by vote of the Board. For purposes of this paragraph, the terms of the charter include, among other provisions, specifications concerning the school's governance structure, characteristics of the educational program to be offered, and the location, type and number of facilities at which the school will operate. The commissioner of education ("the commissioner") may revise the charter on a provisional basis during an interim between Board meetings; however, such action shall expire unless ratified by the Board at its next regular meeting. Nothing in this paragraph limits the authority of the Board or the commissioner to act in accordance with other provisions of this contract.

Students

8. Open Enrollment. Admission and enrollment of students shall be open to any person who resides within the geographic boundaries stated in the charter and who is eligible for admission based on lawful criteria identified in the charter. Total enrollment shall not exceed the maximum number of students approved by the State Board of Education. The charter school's admission policy shall prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the student would otherwise attend. Students who reside outside the geographic boundaries stated in the charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries have been enrolled. Students will be admitted on the basis of a lottery if more students apply for admission than can be accommodated.
9. Public Education Grant Students. Charterholder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant, including those students who reside outside the geographic area identified in the charter application, under Subchapter G, Chapter 29, TEC.
10. Non-discrimination. The charter school shall not discriminate against any student or employee on the basis of race, creed, sex, national origin, religion, disability or need for special education services.
11. Non-religious instruction and affiliation. The charter school shall not conduct religious instruction. The charter school, the sponsoring entity, and any entity that owns or controls the sponsoring entity in whole or in part (including by the power to select officers or directors) shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.

12. Children with Disabilities. The charter school is a "local educational agency" as defined by federal law. Charterholder must comply with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 ("Section 504"), 29 U.S.C. §794, and implementing regulations; Title II of the Americans with Disabilities Act, 42 U.S.C. §12131-12165, and implementing regulations; Chapter 29, TEC, and implementing rules; and the many court cases applying these laws. For example:
- (a) Child Find. Charterholder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in the charter school or contacting the charter school regarding enrollment, and must develop and implement a practical method to determine which children with disabilities are currently receiving needed special education and related services. For each eligible child, Charterholder must develop and offer an individualized education plan appropriate to the needs of that student.
 - (b) Free Appropriate Public Education. Charterholder must provide a free appropriate public education to all children including children with disabilities otherwise eligible to enroll in the charter school. If the program, staff or facilities of the charter school are not capable of meeting the needs of a particular child, Charterholder must implement changes necessary to accommodate the child at the charter school. If reasonable accommodations would be insufficient to enable the child to benefit from the charter school's program, Charterholder must, at its own expense, place the child at an appropriate school.
 - (c) Services to Expelled Students. Charterholder must continue to provide a free appropriate public education to a child with disabilities even after expelling or suspending the child for valid disciplinary reasons. This obligation to serve the child continues until the end of the school year.
 - (d) Monitoring. The charter school's implementation of the laws governing education of children with disabilities will be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office of Civil Rights; the Texas Education Agency; and others. This monitoring activity includes responding to complaints, random on-site inspections and other investigations by the enforcing agencies, and will result in corrective actions imposed on Charterholder by these agencies for all discrepancies found. The charter school shall also be monitored for effectiveness and compliance in implementing all applicable federal programs.
 - (e) Due Process Hearings. The charter school's implementation of the laws governing education of children with disabilities will, in addition, be subject to court supervision via litigation against Charterholder brought by individuals affected by the actions of the charter school. The cost of this litigation can be substantial.

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

13. Student Performance and Accountability. Charterholder shall satisfy Subchapters B, C, D, and G of Chapter 39 of the TEC, and related Agency rules, as well as the student performance accountability criteria stated in its application for charter. Charterholder shall annually provide in a manner and form defined by the commissioner a written evaluation of the charter school's compliance with the statements, assurances, commitments and representations made by Charterholder in its application for a charter, attachments, and related documents.
14. Criminal History. Charterholder shall take prompt and appropriate measures if Charterholder or the charter school, or any of their employees or agents, obtains information that an employee or volunteer of the charter school or an employee, officer, or board member of a management company contracting with the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee, volunteer, or management company at the school. Charterholder further represents that the Board and the Agency shall be notified immediately of such information and the measures taken.
15. Reporting Child Abuse or Neglect. Charterholder shall adopt and disseminate to all charter school staff and volunteers a policy governing child abuse reports required by Chapter 261, Texas Family Code. The policy shall require that employees, volunteers or agents of Charterholder or the charter school report child abuse or neglect directly to an appropriate entity listed in Chapter 261, Texas Family Code.
16. Notice to District. Charterholder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.
17. School Year. Charterholder shall adopt a school year with fixed beginning and ending dates.

Financial Management

18. Fiscal Year. Charterholder shall adopt a fiscal year beginning September 1 and ending August 31.
19. Financial Accounting. Unless otherwise notified by the Agency, Charterholder shall comply fully with generally accepted accounting principles ("GAAP") and the Financial Accountability System Resource Guide, Bulletin 679 or its successor ("Bulletin 679") published by the Agency in the management and operation of the charter school. Charter holder shall also comply with the standards for financial management systems outlined in 34 CFR § 80.20.
20. Federal Withholding Requirements. Failure to comply with Internal Revenue Service withholding regulations shall constitute a material violation of the charter.
21. Workers' Compensation. Charterholder shall extend workers' compensation benefits to charter school employees by (1) becoming a self-insurer; (2) providing insurance under a

workers' compensation insurance policy; or (3) entering into an agreement with other entities providing for self-insurance.

22. Annual Audit. Charterholder shall at its own expense have the financial and programmatic operations of the charter school audited annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. Charterholder shall file a copy of the annual audit report, approved by Charterholder, with the Agency not later than the 120th day after the end of the fiscal year for which the audit was made. The audit must comply with Generally Accepted Auditing Standards and must include an audit of the accuracy of the fiscal information provided by the charter school through PEIMS. Financial statements in the audit must comply with Government Auditing Standards and the Office of Management and Budget Circular A-133.
23. Attendance Accounting. To the extent required by the commissioner, Charterholder shall comply with the "Student Attendance Accounting Handbook" published by the Agency; provided, however, that Charterholder shall report attendance data to the Agency at six-week intervals or as directed by the Agency.
24. Foundation School Program. Distribution of funds to the charter school under Section 12.106, TEC, is contingent upon Charterholder's compliance with the terms of the charter. Charterholder is ineligible to receive Foundation School Program funds prior to execution of this contract by the Board. Within 30 days of receiving notice of overallocation and request for refund under Section 42.258, TEC, Charterholder shall transmit to the Agency an amount equal to the requested refund. If Charterholder fails to make the requested refund, the Agency may recover the overallocation by any means permitted by law, including but not limited to the process set forth in Section 42.258, TEC.
25. Tuition and Fees. Charterholder shall not charge tuition and shall not charge a fee except that it may charge a fee listed in Subsection 11.158(a), TEC.
26. Assets of Charter. Charterholder shall not apply, hold, credit, transfer or otherwise make use of funds, assets or resources of the charter school for any purpose other than operation of the charter school described in the charter.
27. Indebtedness of Charter. Charterholder shall not incur a debt, secure an obligation, extend credit, or otherwise make use of the credit or assets of the charter school for any purpose other than operation of the charter school described in the charter.
28. Interested Transactions. All financial transactions between the charter school and (a) Charterholder; (b) an officer, director, or employee of Charterholder or of the charter school; or (c) a person or entity having partial or complete control over Charterholder or the charter school shall be separately and clearly reflected in the accounting, auditing, budgeting, reporting, and record keeping systems of the charter school. Charterholder shall not transfer any asset of the charter or incur any debt except in return for goods or services provided for the benefit of the charter school at fair market value.
29. Non-Charter Activities. Charterholder shall keep separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems for the management and

operation of the charter school. Any business activities of Charterholder not directly related to the management and operation of the charter school shall be kept in separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems from those reflecting activities under the charter. Any commingling of charter and non-charter business in these systems shall be a material violation of the charter.

Governance and Operations

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

charter, adopted by the Board, stating that the charter school is dormant and setting forth the date on which operations shall resume and any applicable conditions. Charterholder may not suspend operation of the school for a period of more than three days without mailing written notice to the parent or guardian of each student and to the Agency at least 14 days in advance of the suspension. Suspension of operations in violation of this paragraph shall constitute abandonment of this contract and of the charter.

37. Charter School Facility. Charterholder shall have and maintain throughout the term of the charter a lease agreement, title or other legal instrument granting to Charterholder the right to occupy and use one or more facilities suitable for use as the charter school facilities described by the charter. During any period of dormancy granted by the Board, this requirement may be waived by the Board. Facilities occupied and used as charter school facilities shall comply with all applicable laws, including, but not limited to, the Texas Architectural Barriers Act, Article 9102, Vernon's Texas Civil Statutes. The charter school shall not change location of its instructional facilities or administrative offices from those listed in the charter application or in a subsequent charter amendment without prior approval Board. When approved by the Board for a new location for an instructional facility, the charterholder shall, prior to commencing school operations at that location, submit to the Charter Schools Division a certificate of occupancy or equivalent certificate for use of the facility at the new location as a public school, as required in the charter application.

38. Access by the Handicapped. Facilities occupied and used by charter schools shall comply with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Accessibility Guidelines; 28 CFR Part 35 (Nondiscrimination on the Basis of Disability in State and Local Government Services); the Uniform Federal Accessibility Standards required by the federal Architectural Barriers Act of 1968, as amended; and other applicable federal requirements. In addition, the charterholder shall require the facility to comply with the Texas Accessibility Standards (TAS) of the Texas Architectural Barriers Act, Article 9201, Texas Civil Statutes, promulgated by the Texas Department of Licensing and Regulation. The charterholder shall be responsible for conducting inspections to ensure compliance with these specifications.

Enforcement

39. Agency Investigations. The commissioner may in his sound discretion direct the Agency to conduct investigations of the charter school to determine compliance with the terms of the charter or as authorized in the Texas Education Code or other law. Charterholder, its employees and agents shall fully cooperate with such investigations. Failure to timely comply with reasonable requests for access to sites, personnel, documents or things is a material violation of the charter.
40. Commissioner Authority. The commissioner in his sole discretion may take any action authorized by Section 39.131, TEC, Chapter 29, TEC, or Chapter 42, TEC relating to the charter school. Such action is not "adverse action" as used in this contract. Charterholder, its employees and agents shall fully cooperate with such actions. Failure

to timely comply with any action authorized by Section 39.131, TEC or Chapter 29, TEC is a material violation of the charter.

41. Adverse Action. The Board in its sole discretion may modify, place on probation, revoke or deny timely renewal of the charter for cause ("adverse action"). Each of the following shall be cause for adverse action on the charter: (a) any material violation of the terms of the charter listed in paragraphs 2, 3, and 20; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.

This Agreement

42. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.
43. 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.
44. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charterholder with: (a) the terms, required assurances and conditions of Request for Application #701-01-004; (b) applicable law; and (c) all commitments and representations made in Charterholder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).
45. 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.
46. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.
47. Governing Law. In any suit arising under this contract, Texas law shall apply.
48. Authority. By executing this contract, Charterholder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charterholder shall immediately notify the Board of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 25th day of July 2001.

Texas State Board of Education



By Grace Shore, Chairman

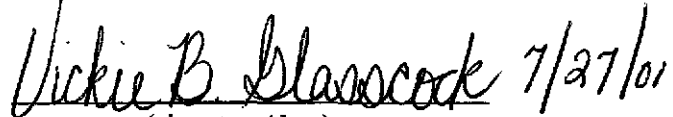
Charterholder

 7/26/01

(signature/date)

Maxine Thomas

President, Governing Board of Charterholder

 7/27/01

(signature/date)

Vickie B. Glasscock

Administrator, Charter School

CERTIFICATE OF OCCUPANCY
APPROVAL

The Phoenix School

Project # 502
Certificate # 1122

8501 Hwy 1570
Address of Project

Owner Reynolds Bldg. Co.
Owner's Address P.O. Box 1398
Owner's Phone 252

Nature of Project:
Residential _____
Business _____
Other Private school

PUBLIC WORKS

Authorized Personnel

Signature

Date

Steve Reynolds

Steve Reynolds 8/1/87

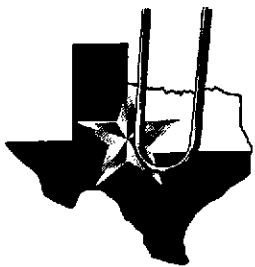
or

David Herbert

In order to expedite the C. O. Approval process, please notify the owner of any requirement of your department.

Plans are available in the Building Inspection Department on all commercial jobs.

00103



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Jim Nelson
Commissioner of Education

September 24, 2001

Ms. Maxine Thomas
The Phoenix School
8501 Jack Finney Boulevard
Greenville, TX 75402

Dear Ms. Thomas:

Enclosed is a copy of the signed contract for The Phoenix School. This copy is for your school files, and the original has been placed in your files at the Texas Education Agency.

I look forward to working with you and your school.

Sincerely,

Mary Perry, Manager
Charter Schools Division

Enclosure