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Arlington Classics Academy
Charter School Application
RFA #701-98-016

Section 1 :

Application for Approval



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

Application for Approval of an Open-Enrollment Charter

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

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

Chief Operating Officer
of Proposed Charter: Warren Norred Title: President, Board of Directors

Name of Sponsoring Entity: Arlington Classics Academy

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

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

Sponsor Address: 2707 Yorkfield Ct. City: Arlington

Zip: 76001 Phone Number: (817) 478-6032 FAX: (817) 695-8010

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

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

Name of Proposed Charter School: Arlington Classics Academy

Date of proposed opening: September 1998 or June 1999 (summer)

120/07/23/98-034

Charter Site Address: 2111 Roosevelt City: Arlington

Zip: 76013 Phone Number: TBD FAX: TBD

Correspondence Address: 2707 Yorkfield Ct (Temporary)

City: Arlington ZIP: 76001

Grade Levels: k-8 Initial Est. Enrollment: 300 Maximum Enrollment: 800
(initially)

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

The proposed charter will be located in State Board District 11 (number).

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

School will open with k-8 grades (at most). The
Curriculum will be fast-paced, demand parental involvement,
and based on a Western Civilization study.

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

10 pre-kindergarten; 10 special education; 5 migrant;
15 economically disadvantaged; 10 limited English proficiency;
20 gifted 1 recovered dropouts; 10 at risk of dropping out;
1 pregnant or parent students other:



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Section 2 :

Answers to Questions

1) Give the vision (long range, 5-10 years) and the goals (of at least the first year) of the school.

Mission Statement (Concise Version): The mission of the Arlington Classics Academy (ACA) is to equip a diverse student body with a commanding knowledge of western civilization, the origins of our liberty, and the ability to sustain it through moral leadership.

Mission Statement (Unabridged Version): The mission of the Arlington Classics Academy (ACA) is to educate a student body comprising students from different cultures, races, religious beliefs and social-economic backgrounds. The school's educational goal is to develop graduates that are fully armed with all the tools that western civilization offers. These tools include a clear understanding of American culture and those that preceded it, from the ancient crescent valley of Egypt to the growing Asian influence on our manufacturing industries today. Inherent in this understanding are the academic skills required by a technical and global workforce, and the daily habits that lend support to success and happiness in our society. Along with the knowledge of our past and present, the ACA will strive to ensure that graduates understand the development and importance of our civil rights and freedoms in the maintenance of our society. Finally, students will be taught the importance of individual actions - that one person can and should make differences in our world, and that all actions are ultimately those of individuals. By the study of world leaders, this fundamental truth will be taught so that students will see how their own daily habits and personal philosophy affect the environment in which they live.

Short Term (First Year): The Arlington Classics Academy (ACA) will concentrate on establishing its public persona during the first year, such that its clients (parents and children) understand the school's philosophy and requirements. This methodology includes heavy parental involvement in their children's education, a curriculum heavily based on the liberal arts, relatively lower expenditures on athletics than is generally practiced, and use of academic covenants to promote and enforce individual responsibility. Establishing this persona, smoothing out the day-to-day procedures of the school, and creating the proper environment in the facility will likely take all of the institution's energy in the first year.

The ACA will seek certification with at least two certifying agencies besides the State of Texas, the International Baccalaureate Organization (IBO) and the National Center on Education and the Economy (NCEE, also known as America's Choice School Design). The NCEE's program begins in kindergarten, whereas the IBO program primarily targets the middle and high school grades. Because of the NCEE elementary grade emphasis, the school administration will immediately begin the three-year plan for certification with extensive teacher development programs. In the first year of this process, three positions must be filled to meet the requirements:

- 1) Design Coach - liaison to the America's Choice Design Team;
- 2) Literacy Coordinator - attends four week long Literacy Institute sessions in the first and second years of the certification process; and
- 3) Community Outreach Coordinator - ensures that students get needed support services.

Many other requirements must be met before the certification process is satisfied, but **these are the goals of the first year.**

Long Term: The long-term vision of the ACA is to implement the mission statement by developing student skills required for success in our unique culture. Pupils will study Spanish, Latin, and Greek in the primary school, as well as the more typical subjects of mathematics, science, etc. Rhetoric and logic will be added in the secondary grades. All students will perform age appropriate case studies of leaders, the struggles they faced, and the choices they made. By these studies, students will gain appreciation for the sacrifices of those who have come before us and learn how to lead in today's world.

One concrete goal of the school is to finish state graduation requirements as quickly as possible, and then use the remaining time in high school to prepare for the next phase of their life. These educational options might include advanced placement courses or college courses at a local college, participation in foreign exchange programs, or an internship with a local business. These activities have three functions: 1) Reward students who perform foundational work quickly; 2) help students to think about and prepare for the future; and, 3) be a springboard to connect high school learning to the next destination, whether that is a career or collegiate study. The mechanism to plan and track the pupils' progress will be the Academic Covenant, detailed below.

Other school goals: 1) NCEE and IBO certification, and 2) to hold annual conferences for Core Knowledge (CK), eventually developing a reputation as a center of learning for the exchange and development of CK curricula.

Academic Covenants: The ACA will teach students and parents to plan for their shared future by the use of academic covenants and educational options that support those choices. This document is formed from the individual discussions with students and their parents. By tracking school progress, the school, parents and pupil can form realistic plans to stretch (but not burn out) the students. These covenants will incorporate three areas necessary for a student's success:

- 1) *Behavior and Attendance* - Expectations and repercussions for failure to perform are outlined, and potential attendance problems will be identified. In performing this analysis, all three participants (school, parent, pupil) can work to minimize problem areas in a student's personal life before they impact academic performance, e.g., working students, frequent medical treatments, and required travel to and from school.
- 2) *Academic Programming (Individualized Educational Program)* - This area will become more individual as the students make progress through school. This is the portion that outlines student plans to spend the last year in a local community college, in Paris in a foreign exchange program, or perform an internship at a local mechanic's shop. Some students and their parents will want an aggressive high school academic program throughout all twelve grades, while others will want the last year to be easier to allow students to work or concentrate on sports. It is the job of the school to help the students and parents form appropriate plans to challenge and equip the students for the future.
- 3) *Extra-curricular Enrichment Funding* - A certain amount of money set aside for enrichment funds for each pupil. This money will fund all extra-curricular events for that child. Using the academic covenant as a foundation, each child will be allotted this money for secondary enrichment experiences that support the child's future. Examples of this are sports teams, chess club, dance, band, fencing, drama, music, etc.

Note: The academic covenant concept discussed above comes from the *Individualized Education Program* discussed and recommended in 'Charter Schools and Special Education: A Handbook', by Cheryl Lange. This report, prepared for the U.S. Department of Education, details the required actions that charter schools must perform for its disabled clients. The programs discussed throughout this application have been designed to satisfy the needs of the disabled. By the use of the Academic Covenant, all special needs may be addressed up front, before becoming an issue during the school year.

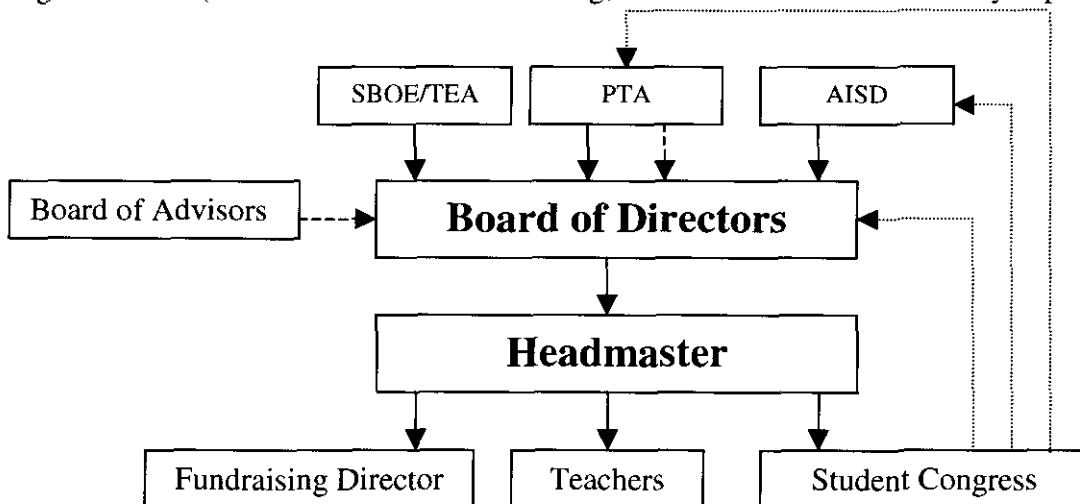
2) Describe the governing structure of the open-enrollment charter, including board composition, selection process and responsibilities. Also describe the role of administrators, faculty, parents, students, and community members in the leadership and decision-making of the school.

Line of Authority: The State Board of Education approves the charter. The Board of Directors ensures that the school operates under its umbrella. The Board of Directors will hire a headmaster who will run the school on a day-to-day basis, including hiring teachers, purchasing educational materials, discipline, etc.

Individual board members do not interact with teachers regarding school policy or enforcement (except to stop a physically dangerous activity). Board members meet as a whole to discuss such issues with the headmaster, whose responsibility it is to respond appropriately.

The ACA policy manual will dictate the appeals process used to allow an employee to appeal to the board when the employee believes that the headmaster has made judgment errors.

Organizational Structure: The graph below shows the relationship between all school-related organizations. (Solid line indicates controlling; dashed lines indicate advisory capacity.)



The ACA incorporates the following organizations to ensure that all parts of the school communities have a specific role:

1. Texas State Board of Education
2. Board of Directors
3. PTA (Parents and Teachers)
4. Headmaster
5. Arlington Independent School District
6. Board of Advisors (Community and Industry)
7. Fundraising Director
8. Student Congress (Pupils of the ACA)

Explanation:

1. Texas State Board of Education (SBOE): The SBOE is the chartering body for the ACA. It sets the boundaries by which the school operates.
2. Board of Directors: The Board comprises twelve individuals, each appointed for three years. Ten of those individuals are at-large, and elected by the board. Two seats are set aside to ensure that the entire school community is involved. One is appointed by the Arlington Independent School District; the other is appointed by the PTA. (The ACA by-laws require these appointments.)

The by-laws allow the executive committee to make non-policy decisions that must be confirmed by the board as a whole at its next meeting.

All board members will have criminal background checks. The board fills its vacancies as its by-laws dictate (by self-election), and all meetings follow TEC 551 and 552 (Open Meetings and Records Acts), so they are regularly scheduled and open to the public for testimony. The AISD and PTA representatives on the board are responsible for reporting to their respective organizations.

The board develops the vision and mission of the school, and is committed to training for effectiveness by reading books such as Peter Drucker's "Managing the Nonprofit Organization", and participating in seminars addressing such (e.g., Leadership Arlington).

Though only the two reserved seats on the Board of Directors exist, the initial directors have intentionally gathered as many community leaders as possible for its board, representing the diverse population of Arlington. The board is currently 17% black and 17% of Hispanic origin. (According to the 1990 census, Arlington is 8% black and 9% of Hispanic origin.) The school is a non-profit organization directed by its Board of Directors, as listed:

- Dr. Wayne Duke (Vice-President of Student Affairs, University of Texas at Arlington)
- Dr. Juanita Ornelas, Ph.D. (Public High School Principal in Fort Worth ISD)
- Gloria Pena (Corp of Engineers, serving in the AISD position)
- Hon. Marti Van Ravensway (Tarrant County Commissioner, Place 2)

- Hon. Sharen Wilson (Elected Criminal District Judge, Fort Worth)
- Byron Reed (VP of Community Development, Wells Fargo Bank)
- [REDACTED]
- Ron Wright (Engineering Firm Manager)
- Brian Eastin (Political Consultant)
- Jennifer Fryar (Retail Manager)
- Reji Puthenveetil (Marketing Consultant)
- Warren V. Norred (Electrical Engineer)

Note: See Appendix D for credentials of the Board of Directors.

3. Parent-Teacher Association (PTA): Once a student body exists, a PTA will be formed. **All parents and teachers are required to be members of the PTA.** This organization is responsible for running itself, though the Board of Directors will give it a default structure until the organization can stand independently and choose its own makeup. The PTA has one appointment to the Board of Directors, and all members will be invited to Board of Director meetings. [REDACTED] is the temporary holder of this board position. [REDACTED] The PTA will not initially be affiliated with the national PTA, though it may do so if the parents and teachers support the move.

All parents and teachers will be on one or more of the following committees:

- 1) *Enrichment Funding* - This committee will be responsible for organizing enrichment plans for the various school teams (academic or athletic). Though an individual student may desire to be on a fencing team, such a desire will go unrealized unless several other students have the same desire. The PTA will coordinate most athletic enrichment activities and some of the academic ones as well, the debate and chess teams for example.
- 2) *Fundraising* - This committee will raise money for school-wide concerns, e.g., the library, computer systems, etc. The Fundraising Director chairs this committee.
- 3) *Academic Covenants* - This PTA committee will administer the academic covenants. These covenants will spell out the responsibilities of the school, the parents, and the pupils. They will be individualized as much as possible, beginning in the first grade and growing more individualized in the later years. They establish disciplinary measures, academic expectations, and extra-curricular activities.
- 4) *Facilities* - This committee will address school expansion, playground, library, computer systems, parking, etc.
- 5) *Curriculum* - Besides choosing regular curricula textbooks, this committee will develop foreign exchange programs, advanced placement tests, etc.
- 6) *Technical* - This committee will develop the technical plan for computer systems used by the school. This committee will also have industry expertise to help in the discussion. The ACA will require each student to have access to a computer to help in homework, providing one if required, along with an internet connection to deliver the homework when possible.

The headmaster is the hub for all of these committees; though delegation is possible, ultimate responsibility remains with that position.

4. **Headmaster:** The headmaster is the final campus authority on all matters, responsible for text selection, discipline, grading, hiring, finances, termination, etc. The headmaster may delegate authority, but not responsibility, to any faculty or board member. This is the single most important role in the school structure.

Site-Based Management: The headmaster will be responsible for developing the site-based management of the ACA. That plan and its success will be monitored by the board and adjusted when needed. Such plans must take all the various interest groups into account: board, teachers, administration (headmaster and secretarial help), parents, pupils and industry.

5. **Arlington Independent School District:** As stated above, one board member is appointed by the Arlington Independent School District (AISD). This member is responsible for two-way communication between the school district and the ACA. The ACA will participate in school district events, including science fairs, school plays at local high schools, etc., just as any other public school. If the ACA has any significant number of students from any other school district, that school district will also be invited to appoint a representative on our board, but only the AISD will have a vote on the board.
6. **Board of Advisors:** This organization comprises local industry representatives, leadership personnel from other educational organizations, community leaders, financial supporters, and all other interested parties. Membership on this board is by a majority vote of approval by the Board of Directors and is a one-year commitment. The Board of Advisors is updated on the progress of the school and is encouraged to give direction to the directors.
7. **Fundraising Director:** This position answers to the headmaster, and works closely with all of the other groups, including the Student Congress, on fund-raising programs for both operations and facilities. The Fundraising Director is responsible for raising a minimum of 10% of the full budget. Fundraising activities will include receptions and speeches from a broad spectrum of celebrities, such as Chuck Norris (locally filmed television series), Dick Armey (majority leader), Elzie Odom (Mayor of Arlington), etc.
8. **Students:** The students will have a Student Congress to formally represent themselves to the PTA and school. Resolutions passed by them will be added to the agenda of the Board of Directors or PTA, whichever is most appropriate. Students will also be encouraged to be involved in other organizations, such as Junior Achievement, Boy Scouts, which teach leadership in traditionally non-academic environments.

Students will also be responsible for the organization of the opening and closing ceremonies each day. The flag-raising ceremony is performed by the older students, after which one student offers a memorized poem, speech, or song to the assembly. The students will arrange this daily ceremony, rotating the student and color guard.

3) Describe the educational program to be offered, including the required curriculum under Texas Educational Code (TEC) §28.002, and student attendance requirements.

The ACA will employ elements from four curriculums, listed below. **The Hillsdale Academy Curriculum will be the guiding anchor of the school's curriculum, as it ties directly and philosophically to ACA goals and vision.** Other curriculums will also be needed and used to complete the Texas education. (Hillsdale does not, for example, provide a Texas history section.) A combination of the four programs below adequately satisfies TEC §28.002 from kindergarten to graduation:

- A) Hillsdale Academy Curriculum – It is from this curriculum that the style of the school comes, as well as the thrust of the mission statement. The curriculum brings with it the student led opening ceremony, the emphasis on leadership, study of great leaders, and the study of consequences for moral decisions. The opening ceremony, uniforms, basis for the headmaster and faculty requirements, parent's handbook, and the concept of multi-grade classes are detailed in the Hillsdale Academy Reference Guide. Multi-grade classes are recognized in this guide as a means to encourage leadership and teamwork, while allowing teachers the flexibility to alter class speed for optimum results. This curriculum is written for K-8, and elements of this curriculum are used in ten Texas schools. **It strongly encourages leadership learning by the use of appropriate biographies, as well as foreign language studies, which is discussed in the ACA mission statement as a part of Western Civilization.**
- B) Core Knowledge Curriculum (CK) – This curriculum focuses on the goals of what each child should know at each grade level, and provides daily lesson plans to achieve those goals. The non-profit foundation behind this curriculum was established by E. D. Hirsch, Jr., a professor at the University of Virginia and author of many acclaimed books including Cultural Literacy: What Every American Needs to Know. Over fifty Texas elementary public schools now incorporate the Core Knowledge Curriculum. **The CK system has become a national innovator in development of teaching to different learning styles, as well as teaching the disabled and special students. The CK web site is the most varied of all national programs as it has lesson plans submitted from all over the world, and supplied free of charge to CK schools.**
- C) National Center on Education and the Economy (NCEE) - The National Center on Education and the Economy is the nation's leader in standards-based education. NCEE's founders created this organization with the conviction that virtually all young people in the United States can and must achieve at the same high standards reached by their counterparts in other nations. The Center exists to develop the policies and tools and provide the professional development and technical assistance that schools, districts and states need to implement comprehensive programs of standards-based education and training. NCEE has made a special commitment to meeting the needs of low-income and minority youth. **The NCEE has also developed non-standardized methods of measurement and achievement, so that those with different learning styles can be appropriately taught.**
- D) International Baccalaureate Organization (IBO) – This curriculum focuses on the later years, and has only recently begun to address the lower grades. Founded in the 1960s, the IBO grew out of international school efforts to establish a common curriculum and university entry credential for geographically mobile students. The concentration on the last two years

of secondary school originates in the desire to build a comprehensive curriculum leading to a 'baccalaureate' that could be administered in any country and recognized by universities in every country. Nearly thirty Texas public schools use the IBO curriculum. **Using this curriculum is another assurance that the ACA meets all state graduation requirements of TEKS. IBO is also very strong in World History and Technology studies, which falls in line with the Western Civilization vision in the ACA mission statement.**

Although both the IBO and CK curriculums cover the entire spectrum of kindergarten through twelfth grade, CK emphasizes the early years, and the IBO emphasizes the later ones. **Both can satisfy TEC §28.002 requirements for all foundational subjects (English, mathematics, science, and social studies), and enrichment curriculum (foreign languages, health, physical education, fine arts, economics, career and technology education and technology applications).** One of the strengths of these curricula is that they are all flexible. The CK associated schools maintain a web site on which lesson plans are posted for others to use at no cost. **This practice encourages innovation, allows variety in presentations, and at the same time aims towards the same material and teaching goals.**

Extracurricular activities: Enrichment teaching is discussed under the enrichment funds in question one. These funds will ensure that all students have the opportunity to participate in worthwhile extra-curricular activities, from varsity football to fencing. **One strength of the ACA is that the extracurricular programs will be more varied and individualized, e.g., if three students wish to go on archeological digs, their funds can cover their trips.**

The CK and NCEE curricula specifically addresses the different learning styles of students, and ensures that the majority of its lesson plans respect those differences by using as many senses as possible, the use of song for memorization, etc. In particular, the NCEE program has heavy emphasis on different learning styles and non-standardized testing methods.

The Hillsdale and CK curriculums specifically encourage parental involvement, therefore the ACA will use parents as tutors/mentors in study hall settings during the day, or even as assistants in the classroom, when appropriate. The academic covenants will also require parental support of homework.

All four of these curricula are designed to provide a worldwide appreciation of other cultures. Both the CK and Hillsdale curriculum examine the origins of our culture as far back as Egypt, whereas the IBO curriculum requires the study of world history in great detail. One of the school's academic goals is to help the students understand how history progressed around the world simultaneously, to understand what the Chinese were doing when Columbus sailed, what the South Americans were doing when Cleopatra ruled, etc. The social implications of this teaching are that the students should understand their position in the world, how they arrived there, and what their responsibilities to the world are.

The IBO and CK also supplement the school's vision with their emphasis on achievement. The requirements for successful completion of the school's course work will be stated in a

straightforward manner, and once completed, the student can then continue with advanced study overseas in an exchange program, at UT-Arlington, or in an internship.

Students will also be encouraged to be involved in other traditional extra-curricular organizations, such as Future Teachers of America, debate, drama, foreign language clubs, National Honor Society, Boy Scouts, etc. Any extra-curricula that espouse basic leadership principles will be welcome.

Attendance Requirements: The ACA will adhere to the 180-day minimum teaching year, as well as the seven-hour definition of a teaching day. The school may offer a later start in the day as a service to parents on an experimental basis. (Children starting later in the day will finish later, with the missed classes repeated at the end.) Attendance will be discussed in each student's academic covenant, so individuals will have signed documentation of the expectations the school and parents have of them.

Disciplinary Measures: The ACA will use the Academic Covenant to ensure that all students and parents understand expectations and appropriate responses. Later grades will use a trial setting using upperclassmen to try and dispense justice under the tutelage of area attorneys. In this way, students will have an additional method of understanding the philosophy of the Texas' court system, and be encouraged to serve on juries as they become eligible, and the entire school will be involved in maintaining discipline. The goal of the disciplinary system is that serving as a court administrator (judge, prosecutor, or defending attorney) becomes a desired extracurricular activity. This system will be for less serious infractions – TEC 37 mandates the methodology mandates the process for serious issues.

School Population: The ACA has been designed to deliver a first-class education to all children who are willing to study. The ACA incorporates the six major principles of the 1997 Individuals with Disabilities Education Act (IDEA97):

- Free Appropriate Public Education (FAPE)
- Appropriate Evaluation
- Individualized Education Program
- Least Restrictive Environment
- Parent and Student Participation in Decision-Making, and
- Procedural Safeguards

The Academic Covenant will cover each of the areas with all children, including Speech Handicapped, Mentally Retarded, Emotionally Disturbed, Learning Disabled, Limited English Proficiency, or At-Risk populations. The school has identified certified advisors for several of these populations that will help the school with the IEPs for those children. Additionally, the school will have a set of resources with which the parents of these children can obtain help, such as the National Parent Network on Disability, and its associated Parent Training and Information Center in San Antonio. If the school develops a substantial population of disabled children, the school will put together its own community-based resource center, similar to Special Kids, Inc., of Houston. The ARD (special education committee used to determine how to accommodate

special education students) will be determined at the beginning of the year for each student, so the parents will be comfortable with the make-up and methodology of the committee.

Technology Planning: The Arlington Classics Academy is using the Technology Maturity Model (TMM), developed by Peter H.R. Sibley and Dr. Chip Kimball, Ed.D. The model has been supported by many public and private school support organizations, such as the California Center for School Restructuring, the International Society for Technology in Education, and the Kansas Department of Education. This formal technique is used to intelligently design a comprehensive roadmap to take an unequipped school to a technically mature state. It attempts to manage technology issues, ensuring that teachers and administrators buy only computer systems that they are trained to use, matching the level of support with that of the systems, buying proper furniture and environment for the systems, etc.

The TMM has five stages: 1) Develop a vision, 2) Establish a process, 3) Build support systems among users, 4) Train users, 5) Supporting the iterative process of review and revising the plan. Each of these steps has subdivisions that allow flexibility while giving detailed instructions.

The Tech Committee will consist of volunteers from the PTA and industry volunteers that will guide the school's progress in developing a state-of-the-art computer system, culminating in an intranet that allows parents to access schoolroom cameras for classroom observation (using passwords that keep undesired visitors away).

4) Describe the accountability measures the school will use to evaluate student performance.

- (a) Identify the specific levels of student performance on assessment instruments adopted under TEC Chapter 39, Subchapter B that constitutes acceptable performance for the open-enrollment charter.
- (b) Describe any additional accountability provisions in addition to those required under TEC, Subchapters B, C, D, and G, Chapter 39, by which the performance of the open-enrollment charter will be assessed: Provide the deadline or intervals by which the performance of the open-enrollment charter will be determined for accountability purposes.
- (c) Provide the timelines by which the report of the performance of the school will be submitted to the SBOE.

Answers:

- (a) The ACA will, at a minimum, use the same test (the TAAS) that all Texas non-charter schools use to compare the performance of its students to those of neighboring schools. Satisfactory performance for the ACA student body will be a 95% passing on all tests, and an average grade equal to or better than the state average. (Several of the neighboring schools have averaged 90%+ for the last few years; 95% is realistic.)
- (b) The ACA will use a national test, such as the Iowa Test of Basic Skills, so that we can compare our performance to other schools throughout the country. This test will be adopted when the ACA faculty has established a need for more assessment information

than the Texas test provides. This test will be conducted at the beginning and the end of the school year for progress measurements. As discussed under the note in question one, the ACA complies with the ADA. In that compliance, more than one diagnostic method must be employed to ascertain performance. **The Work Sampling System of Assessment is an ongoing, curriculum embedded performance assessment, developed by Sam Meisels and his colleagues at the University of Michigan as an alternative to standardized norm reference tests and traditional methods of reporting student performance and progress to parents.** Between the TAAS, the Iowa Test and the Work Sampling System, the ACA will be able to pinpoint problem areas for each student, and address them before the child's education is seriously impaired. The ACA will seek to adopt several nationally respected tests for comparison purposes with other schools and techniques. The NCEE also has developed a plan of measurement that tracks daily activities, noting progress and pinpointing difficulties during the year. The student's academic covenant will be written to establish acceptable results for the tests and acceptable progress under the NCEE program. The student will therefore be diagnostically tested at the beginning of the year by two methods, one standard and one non-standard. **Each student's progress will be assessed by two non-standardized programs throughout the year, and then by at least one standardized test at the end of the school year.** The Academic Covenant will have in it the individual goals for each student. The student and parents will sign and acknowledge those goals, and understand the resources available to them by the school.

- (c) The ACA will provide the results of this testing to the SBOE as they are available, as well as all other school-wide assessments, which will include the Iowa Test, the NCEE program results, and the Work Sampling System. The school's overall performance shall be examined every five years to allow the SBOE an opportunity to comment on its level of success.

5) Provide a list of all districts within the geographical area that may be affected by the open-enrollment charter with the date the Statement of Impact was sent to each affected district.

Dallas, Arlington, Mansfield, Kennedale, Fort Worth, Grand Prairie and Irving Independent School Districts had a statement of impact sent to them on July 14th, 1998.

6) Describe the geographical area served by the program.

The Arlington Classics Academy will serve students from Tarrant, Dallas and Johnson counties.

7) Specify any type of enrollment criteria to be used. Indicate whether the open-enrollment charter provides for the exclusion of a student who has a documented history of criminal offense, juvenile court adjudication, or discipline problems under TEC, Chapter 37, Subchapter A:

The ACA will have an application process that does not filter, but tells the parents and potential students of the requirements that the school will expect. The academic covenant must be filled out prior to the school's application deadline, which will be approximately one month before the first day of school. This contract requires parental involvement and discipline, and details the dress code, behavior requirements, and homework load expected. If a family will have difficulties meeting these requirements, the discussion about any relaxation of those requirements must occur before the school year, and not after a problem rises (academic, behavior, etc.). Of course, sudden problems occur which may warrant a change in the covenant, but those changes are at the discretion of the school.

Discipline difficulties will be handled in accordance with the contract. Children with historical behavior difficulties may have some emphasis in area in their academic covenant, but will not be automatically turned away for poor past judgments, however breaking the covenant brings repercussions detailed in that document. Unrelenting poor behavior will bring expulsion at some point. The ACA will abide by FAPE rules, and

8) Specify the qualifications to be met by professional employees (administrators, teachers, counselors) of the program. Will the school automatically run a criminal history check on all employees? Describe the teaching philosophy proposed by the school.

Qualifications: All employees will have a criminal history check performed. No one with any child abuse history will be employed. **All full-time teachers will have four-year degrees, with preference to those applicants whose degrees are in humanities and classics. Preference will also be given to Texas-certified teachers.**

The philosophy of the ACA demands that those associated with it be involved continuous improvement of one's self, including teacher development. Toward that end, the school will require a certain amount of continuing education by the means of an agreement similar to the academic covenant required of the pupils. This agreement will specify the area in which the school expects the teacher to be growing. This agreement will be discussed and finalized with the teacher's contract. Payment for tuition will likely be involved in contract negotiations. **First and foremost is the certification of the teachers in the areas needed for NCEE and IBO school certification.** This process is a minimum of three years, and will be the first priority.

Philosophy: The ACA believes that the western world is foremost responsible for handing down our society and culture, from our appreciation for liberty to our social customs. In other words, our culture has grown from the heritage of the ancient Egyptians, Greeks, and Romans. Our forebears developed a method of teaching called the Seven Liberal Arts. The first three of these Seven Liberal Arts were called the Trivium and comprised the means by which students were given the "tools of learning." Our adoption of the Trivium as a method of instruction is essential to the formation of a classical school. The Trivium has three parts. The first, grammar, concerns the particulars of any given subject. Logic is the second and deals with the reasoning, which ties all the various particulars together. Rhetoric is then used to teach the students how to express what they have learned in a polished and effective way.

The ACA we will apply these three categories in every discipline, as every discipline can be divided into these categories. But, subjects are only half of the classical approach to teaching. Each child also has an innate affinity for staged learning, which corresponds to this division of the Trivium. Consequently, we will teach students of different ages according to those innate abilities. From the chanting grammar of the elementary students, to the logic class in junior high, to the inventive rhetoric and study of literature by the high school students, the various stages of the Trivium will be lined up with the abilities and desires of the students.

All of the curriculums discussed earlier lend themselves to this type of teaching, as they discuss results, rather than on method. Teachers will use this philosophy in their lesson plans, adopting the techniques that are appropriate for the students' ages and abilities. **Teachers will be sent to summer conferences to learn and to teach others how to use these techniques within the first year of their employment.**

9) Describe how the following aspects of school support will be handled in the school: finances, budgeting, audits, PEIMS, facilities, food service, and transportation.

- (a) Describe the budgeting process. Are all stakeholders involved?
- (b) Describe the audit process. An outside auditor specified?
- (c) Describe the manner in which the charter will participate in the Public Education Information Management System (PEIMS) information, as required by state statute or by SBOE rule.
- (d) Describe the facilities to be used.
- (e) Describe provisions for transportation, if any, for students served by the open-enrollment charter school.
- (f) Describe provisions for food service, if any, for students served by the open-enrollment charter school.

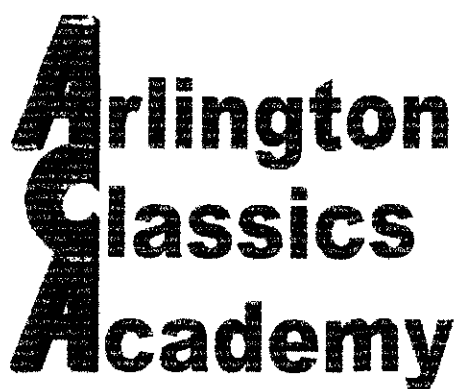
Answers:

- (a) The Board of Directors Executive Committee will work with the headmaster to present a yearly budget in mid-summer. **The Board of Directors, PTA and Student Congress will examine it and suggest changes; this dialogue will be a month-long process, after which the Board as a whole votes on it.** A simple majority approves the budget.
- (b) A yearly audit will be performed each year after the school year is over, but before the next budget cycle has begun (June). Outside auditors will be used until the expertise is developed in-house, at which time the outside auditor will still be used periodically.
- (c) The ACA will hire an accountant familiar with the PEIMS, or contract it to the regional Educational Service Center (ESC). The ACA will use the ESC for the first year, and then evaluate the level of difficulty in performing the task in-house.
- (d) The board is negotiating with a facility in west/central Arlington that would hold at least 300 students. A Montessori school currently uses the property, but are moving next year. (Their lease will be up in September, and they already own the property to which they are moving.) It is over 12.9k square feet, was recently renovated to meet ADA requirements and current fire/electrical codes. It has a suitable playground with recently installed equipment, as well as a full kitchen and cafeteria area. It has been checked for asbestos.

- (e) No transportation by the ACA will be provided the first year, other than students with special needs. The board will re-examine the question of transit after the first year for the rest of the student population.
 - (f) No cafeteria-style service will be available at the ACA. Everyone, faculty included, will bring their own lunches. The school will refrigerate lunches that need it, but will not cook or microwave students' lunches. This is a time for informal discussion between students and faculty, and the brown bag lunch contributes to an intimacy between them. The school will work with low-income students to ensure that everyone has the opportunity to eat a nutritional lunch.
- 10) **Provide a draft of a board policy providing for the admission of students eligible for a PEG.**

The Arlington Classics Academy encourages PEG-qualified students to attend the school, accepting all who apply, and marketing specifically the children that attend the schools that would give PEGs.

- 11) N/A (Question pertains only to at-risk schools.)



Arlington Classics Academy
Charter School Application
RFA #701-98-016

Section 3 :

Facility Use Agreement

HRB PROPERTIES
2317-C Roosevelt Drive
Arlington, Texas 76016

LETTER OF INTENT

June 1, 1998

Arlington Classics Academy
c/o Mr. Warren Norred
2707 Yorkfield Court
Arlington, Texas 76001

Re: Lease of 2109 & 2111 Roosevelt Drive, Arlington, Texas

Dear Mr. Norred:

Your offer in connection with the above-referenced lease has been accepted by the undersigned as owner of the premises. Pending execution of the formal contract documents, our agreement is subject to the following terms and conditions:

- (1) The basic terms of the lease, subject to formal contract documents to be prepared by Owner's counsel, are a one year term beginning September 1, 1999 and ending August 31, 2000, for the sum of ONE HUNDRED THREE THOUSAND SIX HUNDRED EIGHTY AND NO/100 DOLLARS (\$103,680.00), payable in twelve (12) monthly installments of EIGHT THOUSAND SIX HUNDRED FORTY AND NO/100 DOLLARS (\$8,640.00).
- (2) On or before November 1, 1998, Lessee will deliver to Owner good funds in the amount of EIGHT THOUSAND SIX HUNDRED FORTY AND NO/100 DOLLARS (\$8,640.00) as consideration for Lessee's exclusive option to either lease the premises for the basic terms above or purchase the premises for the sum of FOUR HUNDRED FIFTY THOUSAND AND NO/100 DOLLARS (\$450,000.00). upon delivery of such sum, the parties hereto will execute the formal contract documents.
- (3) The formal contract documents will provide that Lessee may terminate the agreement with Owner should the planned drainage improvements to be constructed on the premises by the City of Arlington not be completed prior to August 15, 1999.
- (4) This letter agreement is solely designed as an interim agreement between Owner and Lessee so that Lessee may proceed with charter approval through the State Board of Education, pending execution of the formal contract documents.
- (5) On November 1, 1998 or upon execution of the formal contract documents, this agreement shall become null, void, and of no further force or effect.

- (6) The execution of formal contract documents by Owner is contingent upon the premises being leased by another party through August 15, 1999.
- (7) This agreement is expressly conditioned upon execution hereof by Lessee in the space provided below.

Very truly yours,

HRB PROPERTIES, Owner

By Louis E. Heinze
Louis E. Heinze, Partner

Accepted:

ARLINGTON CLASSICS ACADEMY, Lessee

By Warren Norred
Warren Norred



Arlington Classics Academy
Charter School Application
RFA #701-98-016

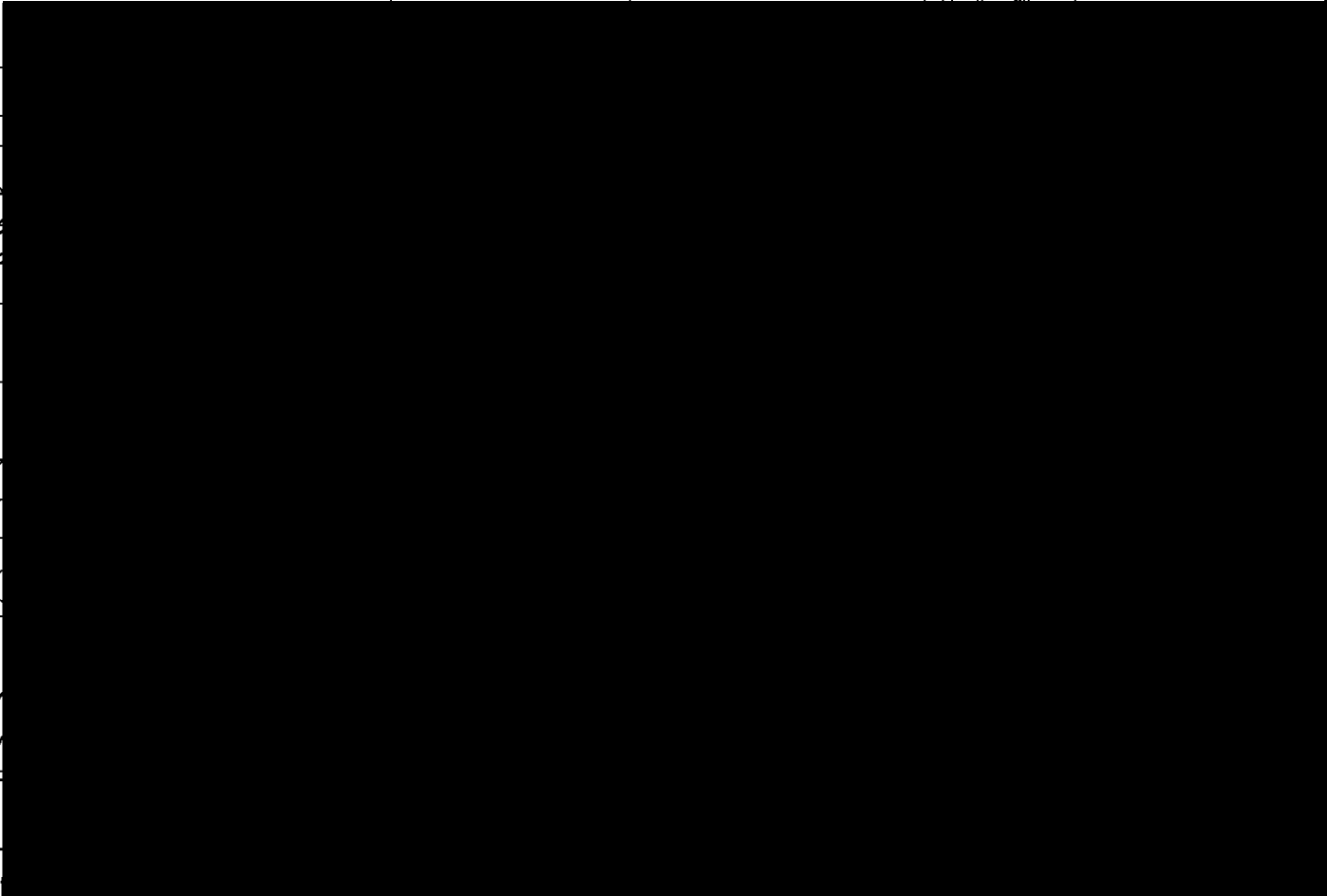
Section 4:

Evidence of Parent Support

The Arlington Classics Academy APPLICATION

The Arlington Classics Academy is a startup charter school that is attempting to have its charter approved by the State Board of Education. Please examine the attached collateral material and, and if you are supportive of this type of public school reform, sign this petition to be given to the SBOE. (We also need donations/loans for startup costs, if you are so inclined.)

I support the Arlington Classics Academy Charter School, and ask the State Board of Education to approve their application as soon as possible. (See signature below.)

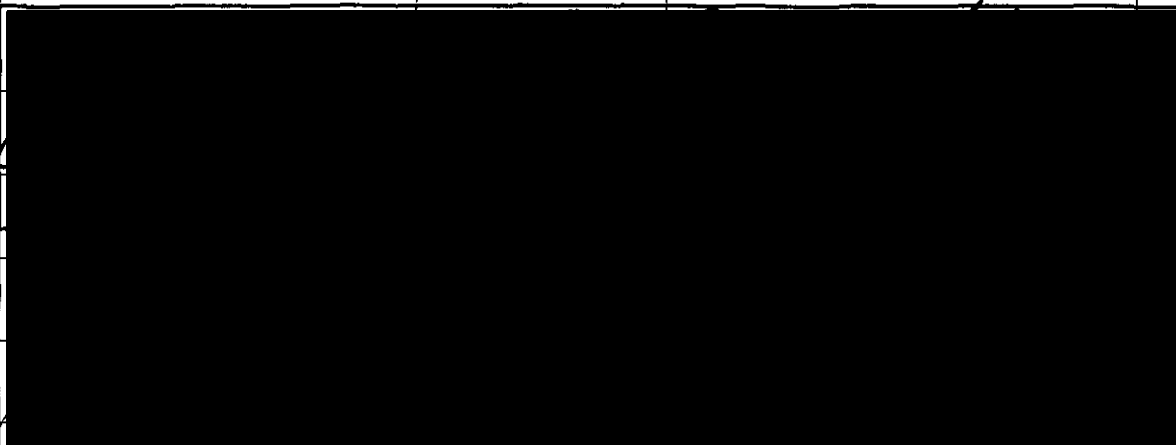
| | Name | Phone | Address | Other Info/Interests |
|----|---|-------|---------|----------------------|
| 1 |  | | | |
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Please ensure that this petition is returned to Warren Norred, 2707 Yorkfield Court, Arl., TX 76001.


The Arlington Classics Academy

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I support the Arlington Classics Academy Charter School, and ask the State Board of Education to approve their application as soon as possible. (See signature below.)

| | Name | Phone | Address | Other Info/Interests |
|----|---|-------|---------|----------------------|
| 1 |  | | | |
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| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

Please ensure that this petition is returned to Warren Norred, 2707 Yorkfield Court, Arl., TX 76001.

ACHENBAUM
BOGDA
ASSOCIATES

APPLICATION

May 5, 1998


Warren Norred
President
Arlington Classics Academy
2707 Yorkfield Court
Arlington, TX 76001

Dear Warren,

I just want to let you know how much I support your effort to gain approval for the Arlington Classics Academy. I believe that once the SBOE hears your presentation this week, they will gladly grant the school its charter.

The combination of a Western civilization/classical program, enrichment programs, and the invitation for parental involvement fulfills a distinct need in our community.

I am equally excited to hear your intention to begin a full-day kindergarten class in the fall. This should provide a strong foundation from which the Academy can grow.

Good job Warren. You are creating an institution to which I will gladly 

Sincerely,




Arlington Classics Academy
Charter School Application
RFA #701-98-016

Section 3 :

Facility Use Agreement



COUNTY JUDGE
of
TARRANT COUNTY

TOM VANDERGRIFF

County Judge
(817) 884-1441
FAX (817) 884-2793

January 6, 1998

County Administration Building
100 East Weatherford Street
Fort Worth, Texas 76196-0101

Mr. Brooks Flemister, Senior Director
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701-1494

Dear Mr. Flemister:

I am interested in the proposed Arlington Classics Academy. The concept and the goals of the contemplated educational entity are, to say the least, exciting and intriguing.

It seems to me that the Academy curriculum would offer students the proverbial best of both worlds. Included would be certain tried and true basics from education as it was constituted in years long gone by. At the same time, certain new frontiers would be explored.

Then too, the idea of more parental involvement is exciting. That approach should prove beneficial to both the students and their parents from an educational standpoint, but also could be a bridge to closer overall relationships between fathers and mothers and their children.

Suffice it to say, we do hope you will carefully consider the potential of Arlington Classics Academy.

Sincerely,

A handwritten signature in cursive script that reads "Tom Vandergriff".

Tom Vandergriff

**C Education
Consumers Association
of Ft. Worth and Crowley**

Consumer Advocates for Quality Education in the Public Schools
<http://www.fastlane.net/~eca>

5208 Starry Ct., Fort Worth, TX 76123
eca@fastlane.net
817/346-7068

December 15, 1997

Warren Norred
ACA
2707 Yorkfield Ct.
Arlington, TX 76001

Dear Mr. Norred:

It is with great pleasure that I write in support of your intention to create a charter school in the Arlington area. Your mission statement is exemplary, stating that your goal is "to equip a diverse student body with a commanding knowledge of western civilization, the origins of our liberty, and the ability to sustain it through moral leadership."

When I started this organization, the first educational issue I examined was school mission statements. Not one mission statement I've reviewed so far has addressed these important worldly subjects; most have been weak and riddled with platitudes about self esteem. It is clear from your mission statement that you wish to teach students about the world outside themselves, to understand it, and then to shape it by moral leadership. I applaud your goals.

I can think of only one way your mission statement could be improved upon, and that is by including a grade-by-grade summary of the knowledge that will be learned by the end of each academic year. Your rigorous, knowledge-based curriculum should make this easy to accomplish.

For the sake of our children, I hope that your goal will be realized, because the most important education we do, is that which we do first at the elementary and secondary level.

Sincerely,



Jeanne Donovan
Coordinator



wnorred@startext.net on 01/07/98 07:58:19 AM

To: aca@arlington.net
cc:
Subject: Re: Public Support Letter

In response to your activity regarding charter schools, I would like to add my full support. Our nation's future lies in the next generation, and the academic side of the public school system has been eroded by a multitude of educational fads that have left many students unprepared. I teach at the University of Texas at Arlington, and many of our students come from overseas. They have to bridge a multitude of cultural and language problems to get their education. Yet, students from Texas are not applying for higher education in proportion to the number of them that are located here. Charter schools, it would seem, would offer a great opportunity for students to be able to compete in the area of higher education.

Alan Davis
U. of Texas Arlington
P.O. Box 19016
Arlington, TX 76019

-----1901DDA63E336D1FECC6A394--

Subject: RE: Arlington Classics Academy
Date: Wed, 06 May 1998 21:15:20 -0500
From: Warren Norred <aca@arlington.net>
Organization: Arlington Classics Academy
To: aca@arlington.net

----- Forwarded by Warren Norred/ION Associates on
05/06/98 06:11 PM -----

ABEHRENT@russell.com on 05/06/98 06:03:48 PM

To: Warren Norred/ION Associates
cc:
Subject: RE: Arlington Classics Academy

Dear Mr. Norred,

I understand the Arlington Classics Academy will be appearing before the Texas Board of Education soon. This is wonderful news! The community will greatly be rewarded! Please include my letter to show my support and the need of such schools in the area.

Sincerely,
Angela Behrent

Subject: Arlington Classics Academy Charter School

Date: Wed, 06 May 1998 21:54:58 -0500

From: Warren Norred <aca@arlington.net>

Organization: Arlington Classics Academy

To: aca@arlington.net

Dear Mr. Norred:

I understand you are in the process of opening Arlington Classics Academy Charter School. Please send us more information. We are interested in placing our [REDACTED] in the school upon it's opening.

Arlington is in serious need of a school dedicated to the classics. Other schools in the DFW Metroplex are too far from our home to be useful to us on a daily basis. We would appreciate notification upon approval from the State Board of Education for Arlington Classics Academy Charter School. Feel free to utilize this letter in any way you see fit.

Sincerely,

[REDACTED]

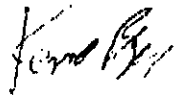
APPLICATION

May 6, 1998**To Whom It May Concern:**

I am interested in the Charter School that Warren Norred is trying to start. I would like to see continued progress on this matter.

Thank you for considering our concerns.

Sincerely,



Kenneth Baggs

Subject: RE: Arlington Classics Academy Support Letter
Date: Tue, 05 May 1998 23:47:43 -0500
From: Warren Norred <aca@arlington.net>
Organization: Arlington Classics Academy
To: aca@startext.net

May 5, 1998

Dear Warren,

Because a good education is so vital for the meaningful survival of our children and society, I am confident that the Arlington Classics Academy can assist in the betterment of our society. I would send any of my [REDACTED] to the Arlington Classics Academy, and feel that they are receiving a solid education, and given the moral character needed to be positive assets to our community.

The Academy has my total support, and I am confident that through these efforts we can make a difference in the lives of [REDACTED].

Sincerely,

[REDACTED]

Subject: SBOE letter

Date: Wed, 6 May 98 01:26:13 -0500 (CDT)

From: [REDACTED]

To: Norred, Warren <wnorred@ionassoc.com>, Norred, Warren <aca@startext.com>

Dear Warren,

We want to let you know how very impressed we are with the work you have exerted on behalf of the Arlington Classics Academy, your proposed charter school. We know that as long as you continue to demonstrate your commitment to this project as you have so far it will be a big success.

The curriculum proposed by ACA is extremely intriguing, and we look forward to sending our own [REDACTED] there. It seems to us that the pursuit of education excellence is what this effort is all about. That is what we want our [REDACTED] education to be about also.

Keep up the good work and the high standards.

Sincerely,
[REDACTED]

Subject: Letter**Date:** Wed, 06 May 1998 07:32:14 -0600**From:** [REDACTED]**To:** aca@arlington.net

May 5, 1998

Warren Norred
Arlington Classics Academy

Dear Warren:

Please accept my best wishes as you travel to Austin to make your presentation to the officials responsible for issuing a charter to the Arlington Classics Academy. As you and I have discussed, we're excited about the possibilities that the Academy will bring to young students in the Arlington area, as well as excited about the addition of this choice for parents. While I am sure that there has been much work on your part to bring the academy this close to fruition, I have been impressed with the plans you have in place, as well as the qualified individuals who are serving as advisors, boardmembers, etc. I firmly believe that the charter school concept is a great alternative for parents wishing to choose a particular style of education, while avoiding the problem of paying twice for schooling: once through property taxes, and again through private school tuition.

I hope to hear good news from you after your return from Austin, and look forward to attending a grand opening day at the school very soon. Please let me know if I can be of any assistance at any time.

Sincerely,

[REDACTED]

APPLICATION

Subject: Re: Arlington Classics Academy Support Letter

Date: Tue, 5 May 1998 11:41:34 -0500

From: [REDACTED]

To: aca@startext.net

Dear Warren,

I have read several articles describing how you plan to conduct your school.

It sounds like a great learning atmosphere. My [REDACTED] is almost three and my wife

and I have another kid on the way. I will definately consider your school if it gets

the needed approval from the state. Please include my letter as evidence of the

need for this school in our community.

Sincerely,

[REDACTED]

037

Subject: RE: Arlington Classics Academy

Date: Wed, 6 May 1998 18:13:47 -0500

From: wnorred@ionassoc.com

To: aca@arlington.net

----- Forwarded by Warren Norred/ION Associates on
05/06/98 06:11 PM -----

[REDACTED] on 05/06/98 06:03:48 PM

To: Warren Norred/ION Associates

CC:

Subject: RE: Arlington Classics Academy

Dear Mr. Norred,

I understand the Arlington Classics Academy will be appearing before the Texas Board of Education soon. This is wonderful news! The community will greatly be rewarded! Please include my letter to show my support and the need of such schools in the area.

Sincerely,
Angela Behrent



Arlington Classics Academy
Charter School Application
RFA #701-98-016

Section 5 :

Budget

Budget Worksheet for Charter Schools: Year One

| Overview | Object Code | Total |
|--------------------------------------|--------------|-----------------|
| Net Assets at Beginning of Year | | <u>Ø</u> |
| Estimated Revenues: | | |
| Local Sources | 515,850 | |
| State Sources | 343,900 | |
| Federal Sources | Ø | |
| Other Sources | 429,88 | |
| Total Estimated Revenues | | <u>902,738</u> |
| Estimated Expenses: | | |
| Payroll Costs | 6100 508,591 | |
| Professional and Contracted Services | 6200 96,045 | |
| Supplies and Materials | 6300 112,637 | |
| Other Operating Costs | 6400 122,020 | |
| Debt Expense | 6500 Ø | |
| Total Estimated Expenses | | <u>839,239</u> |
| Gains | 7950 63,499 | |
| Losses | 8950 Ø | |
| Change in Net Assets | | <u>63,499</u> |
| Net Assets at End of Year | | <u>\$63,499</u> |

**Charter School Budget Categories
Expenses**

| | Function Code | Object Code | Total |
|---|------------------|----------------|----------------|
| Instruction: | 11 | | |
| Payroll Costs (includes headmaster) | 6100 | <u>468,591</u> | |
| Professional and Contracted Services | 6200 | <u>0</u> | |
| Supplies and Materials (text books) | 6300 | <u>37,500</u> | |
| Other Operating Costs | 6400 | <u>0</u> | |
| Debt Expense | 6500 | <u>0</u> | <u>506,091</u> |
| Total Instruction | | | |
| Instructional Resources and Media Services: | 12 | | |
| Payroll Costs | 6100 | <u>0</u> | |
| Professional and Contracted Services | 6200 | <u>0</u> | |
| Supplies and Materials (projectors, no Computers) | 6300 | <u>10,000</u> | |
| Other Operating Costs | 6400 | <u>0</u> | |
| Debt Expense | 6500 | <u>0</u> | |
| Total Instructional Resources and Media Services | | | <u>10,000</u> |
| Curriculum Development and Instructional Staff Development: | 13 | | |
| Payroll Costs | 6100 | <u>0</u> | |
| Professional and Contracted Services | 6200 | <u>2,000</u> | |
| Supplies and Materials | 6300 | <u>5,000</u> | |
| Other Operating Costs | 6400 | <u>0</u> | |
| Debt Expense | 6500 | <u>0</u> | |
| Total Curriculum Development and Instructional Staff Development | | | <u>7,000</u> |
| Instructional Leadership: | 21 | | |
| Payroll Costs | 6100 | <u>0</u> | |
| Professional and Contracted Services | 6200 | <u>0</u> | |
| Supplies and Materials | 6300 | <u>0</u> | |
| Other Operating Costs | 6400 | <u>0</u> | |

| | | | |
|--------------------------------------|------|----------|----------|
| Debt Expense | 6500 | <u>Ø</u> | |
| Total Instructional Leadership | | | <u>Ø</u> |
| School Leadership: | 23 | | |
| Payroll Costs | 6100 | <u>Ø</u> | |
| Professional and Contracted Services | 6200 | <u>Ø</u> | |
| Supplies and Materials | 6300 | <u>Ø</u> | |
| Other Operating Costs | 6400 | <u>Ø</u> | |
| Debt Expense | 6500 | <u>Ø</u> | |
| Total School Leadership | | | <u>Ø</u> |

Charter School Budget Categories (Continued)

| | Function Code | Object Code | Total |
|---|------------------|---------------|---------------|
| Guidance, Counseling and Evaluation Services: | 31 | | |
| Payroll Costs | 6100 | <u>Ø</u> | |
| Professional and Contracted Services | 6200 | <u>10,000</u> | |
| Supplies and Materials | 6300 | <u>5,000</u> | |
| Other Operating Costs | 6400 | <u>Ø</u> | |
| Debt Expense | 6500 | <u>Ø</u> | |
| Total Guidance, Counseling and Evaluation Services | | | <u>15,000</u> |
| Social Work Services: (Optional) | 32 | | |
| Payroll Costs | 6100 | <u>Ø</u> | |
| Professional and Contracted Services | 6200 | <u>Ø</u> | |
| Supplies and Materials | 6300 | <u>Ø</u> | |
| Other Operating Costs | 6400 | <u>Ø</u> | |
| Debt Expense | 6500 | <u>Ø</u> | |
| Total Social Work Services | | | <u>Ø</u> |
| Health Services: | 33 | | |
| Payroll Costs | 6100 | <u>Ø</u> | |
| Professional and Contracted Services | 6200 | <u>1,000</u> | |
| Supplies and Materials | 6300 | <u>1,000</u> | |
| Other Operating Costs | 6400 | <u>Ø</u> | |
| Debt Expense | 6500 | <u>Ø</u> | |
| Total Health Services | | | <u>2,000</u> |
| Student Transportation: (Optional) | 34 | | |
| Payroll Costs | 6100 | <u>Ø</u> | |
| Professional and Contracted Services | 6200 | <u>Ø</u> | |
| Supplies and Materials | 6300 | <u>Ø</u> | |
| Other Operating Costs | 6400 | <u>Ø</u> | |
| Debt Expense | 6500 | <u>Ø</u> | |

Total Student TransportationØ**Food Services: (Optional)****35****Payroll Costs****6100**Ø**Professional and Contracted
Services****6200**Ø**Supplies and Materials****6300**Ø**Other Operating Costs****6400**Ø**Debt Expense****6500**Ø**Total Food Services**Ø

Charter School Budget Categories (Continued)

| | Function Code | Object Code | Total |
|---|------------------|----------------|----------------|
| Co-curricular/Extracurricular Activities: (Optional) | 36 | | |
| Payroll Costs | 6100 | <u>0</u> | |
| Professional and Contracted Services | 6200 | <u>35,000</u> | |
| Supplies and Materials | 6300 | <u>30,000</u> | |
| Other Operating Costs | 6400 | <u>0</u> | |
| Debt Expense | 6500 | <u>0</u> | |
| Total Co- curricular/Extracurricular Activities | | | <u>65,000</u> |
| General Administration | 41 | | |
| Payroll Costs | 6100 | <u>26,000</u> | |
| Professional and Contracted Services | 6200 | <u>0</u> | |
| Supplies and Materials | 6300 | <u>10,000</u> | |
| Other Operating Costs (Insurance) | 6400 | <u>2,500</u> | |
| Debt Expense | 6500 | <u>0</u> | |
| Total General Administration | | | <u>38,500</u> |
| Plant Maintenance and Operations: | 51 | | |
| Payroll Costs | 6100 | <u>13,000</u> | |
| Professional and Contracted Services | 6200 | <u>39,045</u> | |
| Supplies and Materials | 6300 | <u>4,000</u> | |
| Other Operating Costs (utilities & rent) | 6400 | <u>119,520</u> | |
| Debt Expense | 6500 | <u>0</u> | |
| Total Plant Maintenance and Operations | | | <u>175,565</u> |
| Security and Monitoring Services: (Optional) | 52 | | |
| Payroll Costs | 6100 | <u>1,000</u> | |
| Professional and Contracted Services | 6200 | <u>1,000</u> | |

| | | | |
|--|------|---------------|---------------|
| Supplies and Materials | 6300 | <u>Ø</u> | |
| Other Operating Costs | 6400 | <u>Ø</u> | |
| Debt Expense | 6500 | <u>Ø</u> | |
| Total Security and Monitoring Services | | | <u>2,000</u> |
| Data Processing Services: | 53 | | |
| Payroll Costs | 6100 | <u>Ø</u> | |
| Professional and Contracted (PEIMS) Services | 6200 | <u>8,000</u> | |
| Supplies and Materials (includes computers) | 6300 | <u>10,137</u> | |
| Other Operating Costs | 6400 | <u>Ø</u> | |
| Debt Expense | 6500 | <u>Ø</u> | |
| Total Data Processing Services | | | <u>18,137</u> |

Charter School Budget Categories (Continued)

| | Function Code | Object Code | Total |
|---|------------------|---------------|-------------------|
| Community Services: (Optional) | 61 | | |
| Payroll Costs | | 6100 <u>Ø</u> | |
| Professional and Contracted Services | | 6200 <u>Ø</u> | |
| Supplies and Materials | | 6300 <u>Ø</u> | |
| Other Operating Costs | | 6400 <u>Ø</u> | |
| Debt Expense | | 6500 <u>Ø</u> | |
| Total Community Services | | | <u>Ø</u> |
| Fund Raising: (Optional) | 81 | | |
| Payroll Costs | | 6100 <u>Ø</u> | |
| Professional and Contracted Services | | 6200 <u>Ø</u> | |
| Supplies and Materials | | 6300 <u>Ø</u> | |
| Other Operating Costs | | 6400 <u>Ø</u> | |
| Debt Expense | | 6500 <u>Ø</u> | |
| Total Fund Raising | | | <u>Ø</u> |
| TOTAL EXPENSES (All Functions) | | | <u>\$ 839,293</u> |



Arlington Classics Academy
Charter School Application
RFA #701-98-016

Attachment 6 :

Evidence of Status

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

DEPARTMENT OF THE TREASURY

Date: APR. 09 1998

ARLINGTON CLASSICS ACADEMY
2707 YORKFIELD CT
ARLINGTON, TX 76001

Employer Identification Number:
75-2734435

DLN:
17053014275008

Contact Person:
D. A. DOWNING

Contact Telephone Number:
(513) 241-5199

Accounting Period Ending:
May 31

Form 990 Required:
yes

Addendum Applies:
no

Dear Applicant:

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

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

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

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

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

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

-2-

ARLINGTON CLASSICS ACADEMY

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

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

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

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

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

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

050

-3-

ARLINGTON CLASSICS ACADEMY

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

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

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

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

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

Sincerely yours,


District Director

051



Arlington Classics Academy
Charter School Application
RFA #701-98-016

Section 7 :

Credentials

Credentials

Board of Directors:

1. **Dr. Wayne Duke** – Dr. Duke has been was Vice-President of Student Affairs at the University of Texas at Arlington for nearly three decades. He is on over twenty boards and commissions, has been recognized nationwide as an authority on college student organizations.
2. **Dr. Juanity Ornelas, Ph.D.** – Dr. Ornelas is the principal of Diamond Hill-Jarvis Public High School in the Fort Worth Independent School District. She was a Fort Worth Woman of the Year 1998, is President of the Hispanic Woman's Network (Fort Worth Chapter), and is involved in Altrusa United Centers.
3. **Gloria Pena** - Teacher and former school board candidate, has served Arlington on various Arlington ISD committees, the Arlington City Budget Review Board, and is serving in the AISD position of the ACA Board of Directors.
4. **Hon. Marti Van Ravensway** - Mrs. Van Ravensway has been elected as Tarrant County Commissioner twice. She served on the Arlington ISD School Board, as well as other numerous boards and commissions previous to her election.
5. **Hon. Sharen Wilson** – Judge Wilson has been elected twice as Criminal District Judge in Fort Worth. She has a doctorate in Jurisprudence. Previous to her election, she practiced criminal defense law. She has been awarded innumerable awards, such as Fort Worth Woman of the Year in 1995 from the Fort Worth Commission on the Status of Women, Tarrant County's Most Influential Women, Business Press in 1998, Outstanding Young Leader of Fort Worth in 1992 from the Jaycees. [REDACTED]
6. **Byron Reed** – Mr. Reed is Vice President of Community Development at Wells Fargo Bank in Dallas, and is responsible for community reinvestment. He is currently in the review process for a position on the governing board of the Federal Reserve in Dallas, and met with Vice President Al Gore in June. As an extremely involved community volunteer, he serves as president of the Dallas chapter of the 100 Black Men of America, and is on the Board of Directors for Dallas Black Chamber of Commerce and the Greater Dallas Boys and Girls Club. His various awards include the 1998 Outstanding Young Man of America, 1996 Dallas Urban League 21st Century Most Promising Leaders, and Dallas Black Chamber of Commerce Chairman's Award. [REDACTED]
7. **Ed Gray** – Mr. Gray is an employee of Southwestern Bell, an AISD Volunteer, has put together a mentor program for black children, serves on the AISD 2010 Committee, and is an active member of the 100 Black Men of America. [REDACTED]
8. **Ron Wright** –Mr. Wright is married, [REDACTED] and Senior Project Manager for Ceramic Cooling Tower Company. His civic involvement includes the Board of Commissioners of the Arlington Housing Authority, Executive Committee of Arlington Human Service Planners, Adult Program Committee for Leadership Arlington, Board of Directors of the Mansfield ISD Education Foundation, Tarrant County Historical Commission, Board of Advisors and Past Chair for the Arlington Night Shelter, Board of Advisors for the Fielder Museum, and Board of Advisors for [REDACTED]

Treetops Schools International. He also writes a weekly opinion column for the Fort Worth Star-Telegram. Mr. Wright received the Man of the Year Award for Community Service in 1994 and the Friend of Education Commendation from the Mansfield ISD Board of Trustees in 1997.

9. **Brian Eastin** – Masters of Politics, University of Dallas (1996), Political Consultant, Law Firm Manager from 1992 to 1996. Civic activity includes co-founding the Arlington Civil Society, Arlington Classics Academy, the Arlington Citizen Budget Review Committee, and is a member of the Young Men of Arlington. [REDACTED]
10. **Jennifer Fryar** - BBA from Texas Tech (1993), Store Manager/Buyer for a retail clothing store, Arlington 1997-present Customer Service / Credit Manager Dillard's Dept. Store 1995-1996, Board of Directors for Texas Tech Alumni Association. [REDACTED]
11. **Reji Puthenveetil** - Vice-President of Achenbaum, Bogda Associates, a marketing consulting firm in Dallas. Mr. Puthenveetil is also a regular volunteer with the Arlington Civil Society, Habitat for Humanity, and Young Life. [REDACTED]
12. **Warren V. Norred, P.E.** - Electrical Engineer for Ion Associates, Inc. Mr. Norred serves on the Arlington Citizen's Budget Review Committee, is co-founder of the Arlington Civil Society, member of the Young Men of Arlington, and the Jaycees.

Headmaster:

Brian Smith - Master of Politics from the University of Dallas

Teaching Experience:

- Mr. Smith served 3 years as a Scholar Associate at the College of St. Thomas Moore (Fort Worth), teaching political philosophy, rhetoric, and philosophy of art.
- Taught full-time for 3 years at Lady Margaret Roper School (FW), teaching history, art and Latin.
- Taught 7 years as a full-time teacher at Highland school, Irving, teaching ancient, medieval and modern history, as well as ancient, medieval and modern literature, art history and humane letters.

Administrative Experience:

- Interim headmaster of St. Bernadette Academy (Keller), 2 years, implemented and developed a primary school curriculum, interviewed and hired teachers, spoke at open house meetings for prospective parents.
- Director of summer schools at Highland School, and Lakemont Academy, for which he hired and trained teachers, developed an ancient and medieval history curriculum based on primary sources.

Related Experiences:

- 3 summer sessions at Trinity Valley in FW
- 1 summer session as teacher and guide for French students in school of universal languages "Texas Raid" program.
- NEH summer seminar on Plutarch and Athens in Lexington, KY.

- Liberty Fund seminar on constitution, conducted at UD in Irving.
- Seminar on learning differences through Diocese of Dallas

Languages:

- Classical Greek, concentration at UD, taught 1 year at Highland, 1 semester at St. Thomas More.
- Latin - taught three years of First Year Latin at Lady Margaret
- Classical Hebrew – studied one year at UD.

Assistant Headmaster

Reggie Johnson - Masters degree from the University of Dallas in Political Philosophy (1994).

- Teaching:
- 1997-1998 Bishop Dunne High School, Dallas, Texas
 - Designed the senior year honors advanced placement World Literature course; designed a two-year Latin curriculum for the school. (Bishop Dunne is a four-year high school with an honors eighth grade program.)
 - 'Latin' American Literature
 - 'Introduction to Languages' World Literature
- 1993-1997 The Highlands School, Irving, Texas
 - Designed the senior year Humanities program as well as the course of study in Latin for the high school. (The Highlands School is a private school for Pre-k through twelfth grade.)
 - Latin I,II,III,IV,V
 - Humane Letters
 - Introduction to Greek
 - 20th Century History
 - English (Grammar, American and World Literature)
 - American History
 - English as a Second Language
 - European History
 - Mathematics
 - Remedial Algebra

Related Experiences (1993-present):

- Head coached basketball and wrestling
- Student council faculty advisor
- Started and sponsored chess club and student Plato discussion group
- Educational conference participation across the country with the Liberty Fund for several years



Arlington Classics Academy
Charter School Application
RFA #701-98-016

Section 8 :

Litigation/Criminal Histories

Section 8 – Litigation and criminal histories

The Arlington Classics Academy has no litigation in progress.

The Arlington Classics Academy runs a routine history check on all board members and staff by using www.publicdata.com.

None of our current board members have a criminal record.

ASSURANCES

Signature of the Chief Operating Officer certifies that the following statements are addressed through policies adopted by the charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter will abide by them:

- (1) The proposed open-enrollment charter school prohibits discrimination in its admission policy 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 state statute.
- (2) Any educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility will not be transferred to or employed by the open-enrollment charter school over the educator's objection.
- (3) The proposed open-enrollment charter school will retain authority to operate under the charter contingent on satisfactory student performance on assessment instruments adopted under TEC, Chapter 39, Subchapter B and as provided by the open-enrollment charter agreement approved by the State Board of Education.
- (4) The proposed open-enrollment charter school will not impose taxes, use financial incentives or rebates to recruit students, or charge tuition other than tuition allowable under TEC Section 12.106.
- (5) If the proposed open-enrollment charter school provides transportation, it will provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.
- (6) The proposed open-enrollment charter school will operate in accordance with federal laws and rules governing public schools; applicable provisions of the Texas Constitution; state statute pertaining to provisions establishing a criminal offense; and prohibitions, restrictions, or requirements, as applicable, under state statute or rule adopted relating to:
 - the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance as determined by the commissioner;
 - criminal history records under TEC Subchapter C of Chapter 22;
 - high school graduation under TEC Section 28.025;
 - special education programs under TEC Subchapter A of Chapter 29;
 - bilingual education under TEC Subchapter B of Chapter 29;
 - prekindergarten programs under TEC Subchapter E of Chapter 29;
 - extracurricular activities under TEC Section 33.081;
 - health and safety under TEC Chapter 38; and
 - public school accountability under TEC Subchapters B, C, D, and G of Chapter 39.

- (7) The governing body of the school is considered a governmental body for purposes of Chapters 551 and 552, Government Code, and will comply with those requirements of state statute.
- (8) The employees and volunteers of the open-enrollment charter school are held immune from liability to the same extent as school district employees and volunteers under applicable state laws.
- (9) The open-enrollment charter school will ensure that any of its employees who qualify for membership in the Teacher Retirement System of Texas will be covered under the system to the same extent a qualified employee of a school district is covered. For each employee of the school covered under the system, the charter will be responsible for making any contribution that otherwise would be the legal responsibility of the school district, and will ensure that the state makes contributions for which it is legally responsible to such employees.
- (10) The open-enrollment charter school complies with all health and safety laws, rules, and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
- (11) The open-enrollment charter school agrees to assist in the completion of an annual evaluation of the charter that includes consideration of:
 - students' scores on assessment instruments administered under TEC, Chapter 39, Subchapter B;
 - student attendance;
 - students' grades;
 - incidents involving student discipline;
 - socioeconomic data on students' families;
 - parents' satisfaction with their children's schools;
 - students' satisfaction with their schools;
 - the costs of instruction, administration, and transportation incurred by the open-enrollment charter; and
 - the effect of the open-enrollment charter on surrounding school districts and on teachers, students, and parents in those districts.
- (12) An assignment of the operation of the charter to another entity is a revision to the charter, and must be submitted to the State Board of Education for approval.
- (13) Charter schools will provide parents of prospective students with a one-page prospectus of the charter which includes, but is not limited to, information about staff qualifications and the instructional program.
- (14) The school will implement a policy to admit students eligible for a public education grant.

The following assurance must be included in all applications for an open-enrollment charter school under TEC § 12.1011(a)(2), the "75% Rule."

- (15) The Charter School assures at least 75 percent of the prospective student population, as specified in the proposed charter, will be students who have dropped out of school or are at risk of dropping out of school as defined in TEC Section 29.081(d), and the school will maintain, as a condition of its charter, the required percentage (75%) of students who have dropped out of school or are at risk of dropping out of school as defined in TEC Section 29.081(d) each year as reported in the Public Education Information Management System (PEIMS), or relinquish its charter.

Wanda V. [Signature] 1 7/21/98
Signature of Chief Operating Officer of the School/ date

/
Signature of the Chair of the State Board of Education/ date

Arlington Classics Academy

Mission Statement

The Mission of the Arlington Classics Academy is to equip a diverse student body with a commanding knowledge of western civilization, the origins of our liberty, and the ability to sustain it through moral leadership.

Board Members



The ACA board of directors offers a wide variety of individual and academic experience from which the school can draw.



Twelve board positions exist. One position is appointed from the ACA PTA and one position (unfilled currently) will be available for an AISD appointment.

Current board members include:

α Dr. Wayne Duke

University of Texas at Arlington, VP of Student Affairs

β Hon. Sharen Wilson

Criminal District Judge

γ Rep. Kent Grusendorf

State Representative for North Arlington

δ Byron Reed

VP of Wells Fargo Bank, Chapter President of 100 Black Men of America

ε Ron Wright

Manager, Ceramic Cooling Tower, Star-Telegram Columnist

ζ Ed Gray

Community Activist

η Brian Eastin (Secretary)

Chairman, Arlington Citizens' Budget Review Committee

φ Jennifer Fryar (Treasurer)

Possible teacher for the ACA

ι Reji Puthenveetil (Vice-President)

Vice President, Achenbaum Bogda Associates

κ Warren Norred (President)

Professional Engineer, Arlington Civil Society Founder



Other Advisors

As with any organization, advice and assistance comes from a large group of people, including:

I. Rick Weintraub

Professor of Business, Dallas Baptist University

II. Mike Williams

Attorney, Former Asst. Secretary of Education under President Bush

III. John Mauldin

Local Community Activist, Entrepreneur

IV. Diane Patrick

Former SBOE Member, Assistant Dean of Education, UT-Arlington

V. Don Jones

Director of Renaissance Charter School, Irving, Texas



Curriculum

Hillsdale Academy - from Hillsdale College in Michigan, uses multi-grade classrooms, best of Western Civilization

Core Knowledge - based on University of Virginia Professor E. D. Hirsch's "Cultural Literacy: What Every American Needs to Know" (currently in 55 Texas schools)

International Baccalaureate (IBO) - mainly for upper grades, internationally recognized (11 in Texas, including Plano E. Senior H.S.)



Distinctive Attributes of the ACA

- I. Teacher remains with class through multiple grades
- II. Spanish from kindergarten, Greek/Latin taught in primary years
- III. All-day kindergarten program
- IV. Classroom broadcasting via internet
- V. Last two years will be self-directed, including foreign exchange programs, college classes, and internships
- VI. Disciplined classrooms
- VII. Required uniforms
- VIII. Phonics-based reading, Saxon math
- IX. Parent-based decision making, including academic covenants
- X. Stress on leadership skills, responsibility for one's own actions
- XI. Enrichment programs to match each individual student
- XII. Non-academic programming kept to a minimum

Reasons to Open This Year:

α Develop financial history for future credit purposes.

β Allow time to fine-tune the school's administration before tackling a much larger and complex set of needs.

γ Maintain momentum and community support



MIKE MOSIS
COMMISSIONER OF EDUCATION

TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE ★ AUSTIN, TEXAS 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838

CONTINGENCIES

CONTINGENCIES

August 31, 1998

Dear Proposed Charter School Applicant:

ARLINGTON CLASSICS ACADEMY

After review of the open-enrollment charter school application submitted by your organization, staff of the Texas Education Agency has determined that your application is incomplete. Your application is not eligible for consideration by the State Board of Education until the following items (indicated by a check mark) are supplied to the Agency. Except as provided below, the items must be addressed in writing and submitted to the Agency no later than 12:00 noon, Thursday, September 3, 1998. The items, other than those requiring an original signature, may be faxed to the attention of Brooks Flemister at (512) 463-9732. Items requiring an original signature may be delivered to the above address.

Please supply the following:

1. ☐ Assurance that the proposed charter school will provide a curriculum designed to address the requirements of Section 28.002, including Texas Essential Knowledge and Skills.
2. ☐ Assurance that the applicant has established performance levels for students served by the proposed open-enrollment charter school on the assessment instruments adopted under Chapter 39, Subchapter B, including the Texas Assessment of Academic Skills.
3. ☐ Evidence that the sponsoring entity of the proposed charter is an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code or has applied for such status. (See page four of Guidelines.) Note that the sponsoring entity must itself be tax exempt or have applied for such status. It is not sufficient that the sponsoring entity belong to or be associated with a tax exempt organization.
4. ☐ Assurance that the governing body of the sponsoring entity will retain authority to ensure that the policies and operation of the school comply with all applicable laws and requirements of the charter contract.
5. ☐ A copy of the last tax return filed by the sponsoring entity if applicable (If not, please state why).
6. ☐ A list of the board members of the sponsoring organization. The list must identify the officers of the sponsoring agency, their credentials and statements covering the litigation and criminal history of both board members and the sponsoring entity.
7. ☒ Evidence that a facility has been secured for use by the proposed charter school. (See page 51 of the Application Guidelines). Note the evidence provided must satisfy requirements of sample form e.g. two signatures (lessor and lessee). *(Agreement may be conditional or tentative.) Letter of intent will suffice.*
8. ☐ Evidence of parent/community support. (See page four of Guidelines.)
9. ☐ Two complete copies of the Assurances provided in the application packet, each with an original signature in blue ink.

8/17/98 695-8010

9/4/98
let a meeting will
with 9/10/98
OK
9/4/98

10. ___ A description of the geographical area to be served. Note that this description must be specific and definite. For example, descriptions such as “the southwest portion of the city,” or the “greater metropolitan area” are insufficient. Acceptable descriptions include those defining the area in terms of city or county limits, street names, boundaries of school districts, or zip codes.

11. ___ Clarification that the proposed charter school will admit and fully serve eligible students with disabilities. This clarification must include an assurance that the charter school will provide transportation to a disabled student when required by the student’s Individual Education Plan. Include an assurance that certified teaching personnel will be employed when required by law and disciplinary procedures will follow the guidelines of the Individuals with Disabilities Education Act.

12. ___ Clarification that the admission policy of the proposed charter school will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend in accordance with the Texas Education Code. Information requested on admission application cannot be used to influence or deny admission. Exceptions would be grade level served, area of residence and disciplinary history.

13. ___ Clarification that the policies of the proposed charter school will not provide for segregation on the basis of sex except where required or allowed by federal law.

14. ___ Assurance that the admission policy of the proposed charter will not condition admission into the charter school on the promise of a student or parent that the student will meet certain attendance requirements.

15. ___ Assurance that the admission policy of the proposed charter school will not favor students currently attending a predecessor or affiliated school. In other words, once a school or organization receives an open-enrollment charter, it may not give preference to students affiliated with the school or organization prior to the grant of the charter. A charter school may in its second year, however, give enrollment priority to students who attended the school in its first year of operation as a charter school.

16. ___ Assurance that the proposed charter school will not withhold student records in violation of state or federal law.

17. ___ Assurance that the proposed charter school will not charge tuition or impermissible fees, including fees charged as penalties for the failure of a student or parent to comply with the school’s requirements.

18. ___ Assurance neither members of the governing body, personnel, or students of the proposed charter school will be required to subscribe to particular religious beliefs or belong to a particular church or denomination.

19. ___ Clarification that the applicant assures compliance with the Texas Open Meetings Act and the Texas Public Information Act. Note that in some instances the applicant will be required to delete or revise statements in the application that are inconsistent with these acts.



20. ☒ Clarification that the applicant will provide a special education program that addresses the following provision of services i.e.; Child Find, Admission, Review and Dismissal Committee (ARD), Free and Appropriate Public Education (FAPE), Individualized Education Plan (IEP), due process and services for expelled students in the Least Restrictive Environment (LRE). This clarification should include a detailed explanation of each activity and how they will be provided to the student with disabilities.

21. ☐ Assurance that the applicant will provide, in accordance with the policy of the State, a program to ensure equal educational opportunities to every student whose primary language is other than English. The charter school will provide English as a Second Language (ESL) Program or Bilingual Education program as required in the Texas Education Code, Chapter 29, Subchapter B.

22. ☐ **State Revenue has not been correctly estimated.**

Estimated Initial Enrollment _____

X 90% attendance = _____ (estimated ADA)

X\$4000 average state funding per ADA _____ (estimated state aid)

Amount budgeted for state revenue _____

Difference _____

(Please call Nora Rainy in the School Financial Audit Department at 512-463-9126 with any questions regarding budget item).

23. ☐ Applicant needs to provide a draft of a board policy for the admission of students eligible for a Public Education Grant (PEG) transfer.

24. ☐ **Other concerns**

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

Name of Proposed Charter School: Arlington Classics Academy

Budget Review

1. Budget is presented in the correct format.

☒ YES ☐ NO (Budget Not Evaluated) (p. 41)

2. The budget development process does not include: (p. 20)

- ☐ Stakeholder involvement (i.e. board, principals, program directors and others)
☐ Board adoption no date of adoption given
☒ Periodic reviews (budget status report should show percentage of expenses to budgeted appropriations)
☒ Procedures for amendments during the fiscal year

3. State revenues have been correctly estimated.

☐ YES ☒ NO

Estimated Initial Enrollment 300

X 90% attendance = 270 (estimated ADA)

X \$4000 average state funding per ADA \$1,080,000 (estimated state aid)

Amount budgeted for state revenues \$343,900

Difference + \$736,100

4. The budget includes an expense amount in function 41, object code 6200

☐ YES ☒ NO how well financial audit be paid

* 5. The net assets balance at end of year is, at minimum, 10% of estimated expenses.

☐ YES ☐ NO

Comments

* If the estimated state aid figure is correct, the school would have considerable net assets at year end.

Reviewer KB

Date 8/26/91

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

Name of Proposed Charter School: Arlington Classics Academy

Legal Review:

Governing Board Specified (pg 10) ✓ OK

Geographic bounds (pg 18) ✓

Admission policy (pg 19) ✓ ✓

Church/State N/A

Special Education not specifically mentioned - ~~review~~ need

Facility agreement sufficient (pg 20) - review need

Non-profit/IRS status (pg 50) ✓

Tax Return not included ✓ OK new

Reviewer/date

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

Name of Proposed Charter School: Arlington Classics Academy

Programmatic Review:

TEKS oh

TAAS oh

Church/State n/a

Other Spec ed - discipline under FOER.
Addresses transp.
plus LEP students??

Review/date



RECEIVED
OCT 16 1998
CHARTER SCHOOLSCONTRACT FOR CHARTER

This contract is executed the 14th day of Oct. 1998 between the Texas State Board of Education (the "Board") and Arlington Classics Academy ("Charterholder") for an open-enrollment charter to operate a Texas public school.

General1. 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.

"Charter school" means the open-enrollment charter school. Charterholder agrees to operate as provided in this contract. The charter school is a Texas public school.

"Agency" means the Texas Education Agency.

2. The Charter. This contract grants to Charterholder an open-enrollment charter under Subchapter D, Chapter 12, TEC. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application #701-98-016; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board; (e) all statements, assurances, commitments and representations made by Charterholder in its application for charter, attachments or related documents, to the extent consistent with (a) through (d); and (f) assurance by Charterholder, evidenced by execution of this contract, that no false information was submitted to the Agency or the Board by Charterholder, its agents or employees in support of its application for charter, .3. Authority Granted by Charter. The charter authorizes Charterholder to operate a charter school subject to the terms of the charter. Action inconsistent with the terms of the charter shall constitute a material violation of the charter.4. Alienation of Charter. The charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise. Charterholder may not delegate, assign, subcontract or otherwise alienate any of its rights or responsibilities under the charter. Any attempt to do so shall be null and void and of no force or effect; provided, however, that Charterholder may contract at fair market value for services necessary to carry out policies adopted by Charterholder or the governing body of the charter school.5. Term of Charter. The charter shall be in effect from October 14th, 1998 through July 31, 2003, unless renewed or terminated.

6. Renewal of Charter. On timely application by Charterholder in a manner prescribed by the Board, the charter may be renewed for an additional period determined by the Board. The charter may be renewed only by written amendment approved by vote of the Board and properly executed by its chair.
7. Revision by Agreement. The terms of the charter may be revised with the consent of Charterholder by written amendment approved by vote of the Board. The commissioner of education ("the commissioner") may revise the charter on a provisional basis during an interim between Board meetings; however, such action shall expire unless ratified by the Board at its next regular meeting. Nothing in this paragraph limits the authority of the Board or the commissioner to act in accordance with other provisions of this contract.

Students

8. Open Enrollment. Admission and enrollment of students shall be open to any person who resides within the geographic boundaries stated in the charter and who is eligible for admission based on lawful criteria identified in the charter. Total enrollment shall not exceed 1000 students. The charter school's admission policy shall prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the student would otherwise attend. Students who reside outside the geographic boundaries stated in the charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries have been enrolled.
9. Public Education Grant Students. Charterholder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant, including those students who reside outside the geographic area identified in the charter application, under Subchapter G, Chapter 29, TEC.
10. Non-discrimination. The educational program of the charter school shall be nonsectarian, and shall not discriminate against any student or employee on the basis of race, creed, sex, national origin, religion, disability or need for special education services.
11. Children with Disabilities. The charter school is a "local educational agency" as defined by federal law. Charterholder must comply with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 ("Section 504"), 29 U.S.C. §794, and implementing regulations; Title II of the Americans with Disabilities Act, 42 U.S.C. §12131-12165, and implementing regulations; Chapter 29, TEC, and implementing rules; and the many court cases applying these laws. For example:



- (a) Child Find. Charterholder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in the charter school or contacting the charter school regarding enrollment, and must develop and implement a practical method to determine which children with disabilities are currently receiving needed special education and related services. For each eligible child, Charterholder must develop and offer an individualized education plan appropriate to the needs of that student.
- (b) Free Appropriate Public Education. Charterholder must provide a free appropriate public education to all children with disabilities otherwise eligible to enroll in the charter school. If the program, staff or facilities of the charter school are not capable of meeting the needs of a particular child, Charterholder must implement changes necessary to accommodate the child at the charter school. If reasonable accommodations would be insufficient to enable the child to benefit from the charter school's program, Charterholder must, at its own expense, place the child at an appropriate school.
- (c) Services to Expelled Students. Charterholder must continue to provide a free appropriate public education to a child with disabilities even after expelling or suspending the child for valid disciplinary reasons. This obligation to serve the child continues until the end of the school year.
- (d) Monitoring. The charter school's implementation of the laws governing education of children with disabilities will be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office of Civil Rights; the Texas Education Agency; and others. This monitoring activity includes responding to complaints, random on-site inspections and other investigations by the enforcing agencies, and will result in corrective actions imposed on Charterholder by these agencies for all discrepancies found.
- (e) Due Process Hearings. The charter school's implementation of the laws governing education of children with disabilities will, in addition, be subject to court supervision via litigation against Charterholder brought by individuals affected by the actions of the charter school. The cost of this litigation can be substantial.

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

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

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

13. Criminal History. Charterholder shall take prompt and appropriate measures if Charterholder or the charter school, or any of their employees or agents, obtains information that an employee or volunteer of the charter school or an employee, officer, or board member of a management company contracting with the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee, volunteer, or management company at the school. Charterholder further represents that the Board and the agency shall be notified immediately of such information and the measures taken.
14. Reporting Child Abuse or Neglect. Charterholder shall adopt and disseminate to all charter school staff and volunteers a policy governing child abuse reports required by Chapter 261, Texas Family Code. The policy shall require that employees, volunteers or agents of Charterholder or the charter school report child abuse or neglect directly to an appropriate entity listed in Chapter 261, Texas Family Code.
15. Notice to District. Charterholder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.
16. School Year. Charterholder shall adopt a school year with fixed beginning and ending dates.

Financial Management

17. Fiscal Year. Charterholder shall adopt a fiscal year beginning September 1 and ending August 31.
18. Financial Accounting. Unless otherwise notified by the agency, Charterholder shall comply fully with generally accepted accounting principles ("GAAP") and the Financial Accountability System Resource Guide, Bulletin 679 or its successor ("Bulletin 679") published by the agency in the management and operation of the charter school.
19. Federal Requirements. Failure to comply with Internal Revenue Service withholding regulations shall constitute a material violation of the charter.
20. Workers' Compensation. Charterholder shall extend workers' compensation benefits to charter school employees by (1) becoming a self-insurer; (2) providing insurance under a workers' compensation insurance policy; or (3) entering into an agreement with other entities providing for self-insurance.
21. Annual Audit. Charterholder shall at its own expense have the financial and programmatic operations of the charter school audited annually by a certified public accountant holding a permit from the Texas State Board of

Public Accountancy. Charterholder shall file a copy of the annual audit report, approved by Charterholder, with the agency not later than the 120th day after the end of the fiscal year for which the audit was made. The audit must comply with Generally Accepted Auditing Standards and must include an audit of the accuracy of the fiscal information provided by the charter school through PEIMS. Financial statements in the audit must comply with Government Auditing Standards and the Office of Management and Budget Circular 133.

22. Attendance Accounting. To the extent required by the commissioner, Charterholder shall comply with the "Student Attendance Accounting Handbook" published by the Agency; provided, however, that Charterholder shall report attendance data to the agency at six-week intervals or as directed by the agency.
23. Foundation School Program. . Distribution of funds to the charter school under Section 12.106, TEC, is contingent upon charterholder's compliance with the terms of the charter. Charterholder is ineligible to receive Foundation School Program funds prior to execution of this contract by the board. Within 30 days of receiving notice of overallocation and request for refund under Section 42.258, TEC, Charterholder shall transmit to the agency an amount equal to the requested refund. If Charterholder fails to make the requested refund, the agency may recover the overallocation by any means permitted by law, including but not limited to the process set forth in Section 42.258, TEC.
24. Tuition and Fees. Charterholder shall not charge tuition and shall not charge a fee except that it may charge a fee listed in Subsection 11.158(a), TEC.
25. Assets of Charter. Charterholder shall not apply, hold, credit, transfer or otherwise make use of funds, assets or resources of the charter school for any purpose other than operation of the charter school described in the charter.
26. Indebtedness of Charter. Charterholder shall not incur a debt, secure an obligation, extend credit, or otherwise make use of the credit or assets of the charter school for any purpose other than operation of the charter school described in the charter.
27. Interested Transactions. All financial transactions between the charter school and (a) Charterholder; (b) an officer, director, or employee of Charterholder or of the charter school; or (c) a person or entity having partial or complete control over Charterholder or the charter school shall be separately and clearly reflected in the accounting, auditing, budgeting, reporting, and record keeping systems of the charter school. Charterholder shall not transfer any asset of the charter or incur any debt except in return for goods or services provided for the benefit of the charter school at fair market value.



28. **Non-Charter Activities.** Charterholder shall keep separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems for the management and operation of the charter school. Any business activities of Charterholder not directly related to the management and operation of the charter school shall be kept in separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems from those reflecting activities under the charter. Any commingling of charter and non-charter business in these systems shall be a material violation of the charter.

Governance and Operations

29. **Non-Profit Status.** Charterholder shall take and refrain from all acts necessary to be and remain in good standing as an organization exempt from taxation under Section 501(c)(3), Internal Revenue Code. If Charterholder is incorporated, it shall in addition comply with all applicable laws governing its corporate status. Failure to comply with this paragraph is a material violation of the charter, and the Board may act on the violation even if the Internal Revenue Service, Secretary of State, or other body with jurisdiction has failed to act.
30. **Records Retention and Management.** Charterholder shall implement a records management system that conforms to the system required of school districts under the Local Government Records Act, Section 201.001 et seq., Local Government Code, and rules adopted thereunder; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of the charter.
31. **PEIMS Reporting.** Charterholder shall report timely and accurate information to the Public Education Information Management System (PEIMS), as required by the commissioner.
32. **Conflict of Interest.** Charterholder shall comply with any applicable prohibition, restriction or requirement relating to conflicts of interest. If an officer or board member of Charterholder or of the charter school has a substantial interest, within the meaning of Chapter 171, Local Government Code, in a transaction, such interest shall be disclosed in public session at a duly called meeting of the governing body prior to any action on the transaction.
33. **Disclosure of Campaign Contributions.** Charterholder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.
34. **Indemnification.** Charterholder shall hold the Board and agency harmless from and shall indemnify the Board and agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising

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

35. Failure to Operate. Charterholder shall operate the charter school for the full school term as described in the charter application in each year of the charter contract. Charterholder may not suspend operation for longer than 21 days without a revision to its charter, adopted by the Board, stating that the charter school is dormant and setting forth the date on which operations shall resume and any applicable conditions. Suspension of operations in violation of this paragraph shall constitute abandonment of this contract and of the charter.
36. Charter School Facility. Charterholder shall have and maintain throughout the term of the charter a lease agreement, title or other legal instrument granting to Charterholder the right to occupy and use one or more facilities suitable for use as the charter school facilities described by the charter. During any period of dormancy granted by the Board, this requirement may be waived by the Board. Facilities occupied and used as charter school facilities shall comply with all applicable laws, including, but not limited to, the Texas Architectural Barriers Act, Article 9102, Vernon's Texas Civil Statutes.

Enforcement

37. Agency Investigations. The commissioner may in his sound discretion direct the agency to conduct investigations of the charter school to determine compliance with the terms of the charter or as authorized in Sections 39.074 and 39.075, Subchapter D, Chapter 39, TEC or other law. Charterholder, its employees and agents shall fully cooperate with such investigations. Failure to timely comply with reasonable requests for access to sites, personnel, documents or things is a material violation of the charter.
38. Commissioner Authority. The commissioner in his sole discretion may take any action authorized by Section 39.131, TEC or Chapter 29, TEC relating to the charter school. Such action is not "adverse action" as used in this contract. Charterholder, its employees and agents shall fully cooperate with such actions. Failure to timely comply with any action authorized by Section 39.131, TEC or Chapter 29, TEC is a material violation of the charter.
39. Adverse Action. The Board in its sole discretion may modify, place on probation, revoke or deny timely renewal of the charter for cause ("adverse action"). Each of the following shall be cause for adverse action on the charter: (a) any material violation of the terms of the charter listed in paragraphs 2, 3, and 20; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.

This Agreement

40. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.
41. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.
42. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charterholder with: (a) the terms, required assurances and conditions of Request for Application #701-97-028; (b) applicable law; and (c) all commitments and representations made in Charterholder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).
43. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.
44. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.
45. Governing Law. In any suit arising under this contract, Texas law shall apply.
46. Authority. By executing this contract, Charterholder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charterholder shall immediately notify the Board of any legal change in its status which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the charter school or Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 14th day of October, 1998.

Texas State Board of Education

Jack Christie
By Dr. Jack Christie
Chairman

Charterholder

Warren V. Norred
By Warren V. Norred